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IN THIS ISSUE

The Child's Place in the Picture • A Spiral in Physical Education • The George-Deen Act and Its Implications • American Vocational Association • Statistical Thumbtacks • State University Branch Systems • Educationally—Where Is He?

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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The Child's Place in the Picture



THERE IS a story about that remarkable painting—The Last Supper—which holds a most significant thought for the New Year—and for teachers of boys and girls throughout the year.

Telling the story from memory of having read it somewhere, years ago, I pass this version on to you:

When Leonardo da Vinci completed his painting on the wall of the old monastery, he called the monks in to view it. They fell to discussing the beautiful colorings of the tablecloth. Impulsively the great artist took his brush and in their presence dashed it across the tablecloth. Turning to the monks, he said in substance, "I brought you to look upon the face of the Master and you see only the cloth which I had painted upon the table."

I sometimes wonder if in our profession we do not need a da Vinci to dash his brush across some of the "educational tablecloths" and help us to see more clearly *the child*.

Organizations, techniques, methods, buildings, equipment—all of these and many more are essential to educational progress and we must devote our thought and energy to their study and use. They are the tools—the implements—for promoting educational progress. All of these implements must fit into their place in the picture, but with *the child* always and ever as the center of interest.

I am sure there is no desecration in comparing the child's place in the educational masterpiece to the Master's place in The Last Supper, for was it not He who said, "Suffer little children, and forbid them not, to come unto Me: for of such is the Kingdom of Heaven."

May I therefore reverently wish that for the New Year we as educators may rededicate ourselves to the child. May we more completely than ever before put aside any selfish ambitions that have crept into our lives; may we more devotedly study the implements of education and how to use them more effectively; and, greatest of all, may we keep our vision focused clearly and constantly upon the child, the center of the interest of master teachers throughout the ages.

J. H. Sturdenaker
Commissioner of Education.

National Council Action

WITH recommendations "fundamental in the efforts of the Nation to combat crime, disease, unemployment, and delinquency at all levels", the National Council of State Superintendents and Commissioners of Education, at its recent annual meeting in Chattanooga, Tenn., included the following resolutions among those adopted and strongly voiced by the Council:

"In line with recognized principles of sound organization and administration, and in keeping with long-standing policies of this council, we firmly take the position that the responsible administration of every form of education fostered by the Federal Government and related to the public schools in the several States should be lodged in the chief State school officer. This includes vocational education, the WPA education program, as well as the CCC and NYA, insofar as it acts through the agency of the public schools. Correspondence of Federal agencies relative to such programs should be addressed to the head of the State department of education. A unified educational program within each State can be assured and confusion can be avoided only by adherence to a policy in harmony with this position.

The council recognizes Federal aid as imperative for the continuity and the improvement of educational opportunities in the schools of the several States. The council strongly urges that the Federal Congress convening in January 1937, consider means whereby definite allotments of Federal funds may be made available to the several States. Such funds should be administered within the States by the chief State school

officers according to the laws of their respective States for the development of comprehensive programs of education. All Federal funds which may be allocated to the States by the Federal Government should be apportioned without Federal control as to the control of education within the State.

Taking cognizance of the work now going forward looking toward the reorganization of the Departments of the Federal Government, the council urges that any reorganization which has to do with education be so carried out as to safeguard education as a long-standing institution of American society and, as such, to be regarded as a fundamental agency of government deserving separate, distinct, and favorable consideration.

Recognizing a serious need for adult education on a Nation-wide basis, and confident that this need will continue to increase with the rapid changes taking place in American life, the council urgently recommends the extension of a comprehensive public-school program into the adult field as the best means of reaching not only the present school population but the adult population of America, as well. In taking this position, the council emphasized that this recommendation, when developed into practice, will be fundamental in the efforts of the Nation to combat crime, disease, unemployment, and delinquency at all levels."

Other resolutions expressed gratitude to the President of the United States for valuable contributions in connection with the further development of educational opportunities; and to those persons who had been particularly responsible for the "fine hospitality" shown throughout the

meetings. Approval was also given to the Commissioner's "announced program of development and extension of the services of the United States Office of Education", and full support of the council was pledged "in bringing that program into effect."

The name of the organization was officially changed to "The National Council of Chief State School Officers."

Ernest W. Butterfield, commissioner of education, Connecticut, is the new president of the council, succeeding Vierling Kersey, of California; other officers for the coming year include: C. A. Howard, superintendent of public instruction, Oregon, vice president; Sidney B. Hall, superintendent of education, Virginia, secretary. Members-at-large of the executive committee include:

Inez J. Lewis, superintendent of instruction, Colorado.

H. E. Hendrix, superintendent of instruction, Arizona.

W. W. Trent, superintendent of education, West Virginia.

M. D. Collins, commissioner of education, Georgia.

L. W. King, superintendent of public instruction, Missouri.



Supt. A. L. Threlkeld
Denver, Colo.

N.E.A. Department of Superintendence

SUPT. A. L. THRELKELD, of the Denver, Colo., schools will be in general charge of the National Education Association Department of Superintendence Convention to be held in New Orleans February 20 to 25.

Problems confronting America's schools will be attacked from many angles through addresses, panels, and forums. Educational exhibits will be given particular prominence.

"The Krewe of Nor", or New Orleans romance, a school children's carnival parade and pageant, will be presented on the closing day of the convention. Superintendent Nicholas Bauer of New Orleans and the city schools will give a complimentary breakfast to the National

Education Association in City Park, under the famous "dueling oaks", on the morning of February 24. The early life of New Orleans will be portrayed by tableaux as a part of the breakfast ceremonies.

Preparation of the 1937 Yearbook of the Department of Superintendence to be presented at the New Orleans meeting has been under the direction of Chairman Frank G. Pickell, superintendent of schools of Montclair, N. J. The yearbook is entitled "The Improvement of Education—Its Interpretation for Democracy."

This fourth week in February will be a busy one for the Department of Superintendence and for President Threlkeld.

A Spiral in Physical Education

WHAT has a spiral to do with physical education? Let us find the relationship.

The year 1492 is historic. So is the year 400 years later, for those interested in physical education in this country. In 1892 more than one significant thing happened. In that year the first thorough-going history of physical education was published in this country. This history was prepared by an employee of the United States Government and it was issued at Government expense.¹ In 1892 there was passed the first State (Ohio) law requiring the provision of instruction in "physical training" in public schools and in normal schools of that State. It is interesting that the editor of *Physical Education*, the professional magazine of the day, in commenting on the law, remarked that "the National Women's Christian Temperance Union is taking hold of this matter with great vigor and will have similar laws passed in other States." This W. C. T. U. Association had just completed an active legislative campaign which had resulted in the passage, in every State and for the Territories, of a law requiring the teaching of physiology and hygiene including the effects of alcohol and of narcotics. The association was in the legislative business and, flushed with success, it sought new worlds to conquer. It had quite a broad vision in regard to the improvement of the health of the Nation, and having made health instruction compulsory, the teaching of physical training was selected as falling logically in its field of promotion.

In 1892 the first statistical survey was made of what was going on in physical training throughout the country in communities of about the size referred to in the Ohio law which specified that physical training should be included "in the branches taught in public schools of cities of the first and second class." This survey was made by Mr. Boykin in connection with his history of physical training. Prominent in these statistics were the "systems" of physical education

¹ Boykin, J. C. *Physical training*. Report of the Commissioner of Education 1891-92, vol. 1, ch. XIII, pp. 451-594.

James Frederick Rogers, M. D. Consultant in Hygiene, Office of Education, Tells "How a Teacher May Well Deserve the Name of Educator"



"Play's the thing!"

employed in the various cities. The period around 1892 was remarkable for its "systems." Here is a list of those reported: The German system; Swedish system; Delsarte system; the modified German; the Betz German; the Suder German; the Ballin German; the German-American; a modified Swedish system; the Swedish system according to Posse; the modified Delsarte; Swedish and German combined; an adaptation of Swedish and German; Swedish and Delsarte combined; German, Swedish and Delsarte combined; the eclectic system; the Anderson system; Sargent's system; The Boston School of Oratory system;

the Emersonian system; the Dio Lewis system; the Dio Lewis system, modified; the New Calisthenics; Pratt's Calisthenics; Monroe's system; and Anna Morris' system.

In all, there were 27 systems, modifications or combinations of systems. It was a day of rivalry of nations and authorities. One is reminded of the systems of medicine so rife in the eighteenth century: The iatrochemical system; the iatrophysical system; Helmouth's system; Stahl's system; Boerhaave's system; Brown's system; Cullen's system; the mechanical system; the homeopathic

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American Vocational Association

A FITTING climax to the Texas Centennial and 100 years of educational progress in the Lone Star State was the thirtieth annual convention of the American Vocational Association. Held in San Antonio, home of the Alamo, the meeting attracted 1,500 vocational educators from all parts of the Nation.

Welcomed by Gov. James V. Allred, the A. V. A. delegates particularly endeavored to clarify and solve problems affecting the future education and preparation for employment of America's many youths and adults both unemployable and unemployed.

Act discussed

One of the most discussed subjects at the convention sessions was the George-Deen Act, passed at the last session of Congress. This act provides \$14,000,000 Federal aid annually for various types of vocational education, aid urgently needed by the States for further development and promotion of training in home economics, agriculture, commercial and trade and industrial education, as reported at the convention.

High light addresses and discussions touched on all phases of vocational education during the week, including vocational rehabilitation, vocational guidance, part-time schools, industrial education, industrial arts education, home economics, commercial, and agricultural education.

A major general session of the convention was devoted to a program, Vocational Education—a Vital Service to Youth, in which leaders in all fields of vocational education pointed out what is being done and what can be done to assist youths and adults to carry their own economic load and to achieve the cultural aims and ideals of American education.

John H. Lloyd, Editorial Assistant, Office of Education, Describes the Thirtieth Annual Convention with 1,500 Vocational Educators Assembled in San Antonio

Sectional meetings discussed topics such as Organizing Teacher-Training Programs to Meet New Conditions, Current Problems, How Should Schools and Public Employment Offices Cooperate in Placing Youth in Employment? Training Teachers of Distributive Occupations, Are Homemaking Programs Meeting Community Needs? Our Mutual Responsibilities for the Young Unemployed Girl, Youth Looks Ahead, Future Craftsmen of America, Promotion of Apprenticeship, Needed Emphasis in Teacher Training, and the like.

The convention program was well balanced, with special entertainment features interspersing the addresses, conferences, and discussions in which nearly 200 persons participated. Educational exhibits in the Municipal Auditorium, and commercial exhibits in the Gunter Hotel provided ideas and suggestions on what is new in vocational education and practical arts work and equipment.

Signally honored

Three A. V. A. members and vocational education leaders were signally honored during convention week. State-sealed certificates signed by Governor Allred "in recognition of eminence in the field of vocational education and friendship for Texas", were delivered with Texas Centennial ranger hats to President George P. Hambrecht, L. H. Dennis, executive secretary, and Charles A. Prosser, first director of the Federal Board for Vocational Education, now director, William

Hood Dunwoody Industrial Institute Minneapolis, Minn.

Darlow Humphries, a leader in vocational education in London, England, was an honor guest at the sessions. He took part in one of the six convention radio programs presented during the week over San Antonio N. B. C. Station WOAI and directed by Leo Rosencrans, assistant director of the Office of Education radio project. The Office of Education also had a display of education publications at the meeting that attracted its share of attention.

New A. V. A. officers elected for the coming year are: President, A. K. Getman, Chief of the Agricultural Education Bureau, Albany, N. Y.; Vice Presidents: Agricultural Education, E. B. Matthew, State director of vocational education, Little Rock, Ark.; Commercial Education, B. J. Knauss, director of commercial studies, board of education, Chicago, Ill.; Home Economics Education, Ruth Freeguard, State supervisor of home economics education, Lansing, Mich.; Industrial Arts Education, R. W. Selvidge, professor of industrial education, University of Missouri, Columbia, Mo.; Industrial Education, Thomas H. Quigley, head of industrial education department, Georgia School of Technology, Atlanta, Ga.; Part-Time Schools, O. D. Adams, State director of vocational education, Salem, Oreg.; Vocational Guidance, George P. Hambrecht, State director of vocational education, Madison, Wis.; and Vocational Rehabilitation, Robert Lee Bynum, direc-

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"THIS YEAR ushers in a new era in vocational education and rehabilitation, due to the definitely enlarged Federal appropriations which have been authorized in both fields."

GEORGE P. HAMBRECHT, Past President, A. V. A.

George-Deen Act and its Implications

PASSAGE of the George-Deen Act by the Seventy-fourth Congress marked another milestone in the development of vocational education in the United States. It constitutes new evidence, moreover, of the consistent intention on the part of Congress to carry out the policy initiated with the passage of the Smith-Hughes Act in 1917 under which the Federal Government cooperates with the States in the promotion of State and local vocational programs.

Congress extended the policy of co-operation in 1920 to include the vocational training and placement in employment of physically disabled persons. Four years later it extended the benefits of the vocational education and vocational rehabilitation acts to Hawaii. In 1929, under the George-Reed Act, it authorized for the 5 years, 1930-34, additional appropriations to the States and Territories for vocational agriculture and vocational home economics. In the same year, also, it provided funds and administration for vocational rehabilitation service in the District of Columbia. It extended the benefits of the vocational education and vocational rehabilitation acts in 1931 to Puerto Rico. Through the George-Ellzey Act which superseded the George-Reed Act and which became operative July 1, 1934, Congress provided additional grants to the States and Territories for vocational agriculture, trades and industries, and home economics. Increased appropriations for vocational rehabilitation were authorized by Congress, also, in the Social Security Act of 1935.

Effective July 1, 1937

The George-Deen Act, which will take the place of the George-Ellzey Act, and which becomes operative July 1, 1937, constitutes a definite advance in vocational education legislation. It authorizes an annual appropriation of \$12,000,000 for vocational education—\$4,000,000 for vocational education in agriculture, and a similar amount for vocational education in the trades and industries and in home economics. In addition, this act authorizes an annual appropriation of (1)

Charles M. Arthur, Research Specialist, Vocational Education Division, Explains New Act and Tells How States Are Planning to Use These Additional Funds

\$1,200,000 for vocational training in the distributive occupations—retailing, wholesaling, jobbing, commission buying and selling, and other merchandising occupations; (2) \$1,000,000 for training of teachers of vocational education in agriculture, trades and industries, and home economics; (3) \$175,000 to provide a minimum allotment of \$20,000 to each State and Territory for vocational education in agriculture, in trades and industries, and in home economics; (4) \$54,000 to guarantee a minimum of \$10,000 to each State and Territory for vocational education in distributive occupations; and (5) \$54,000 to guarantee a minimum allotment to each State and Territory for training teachers of vocational education in agriculture, trades and industries, and home economics.

The George-Deen Act differs from the George-Ellzey Act in four principal ways: (1) It increases by \$9,090,397 the sum authorized for vocational education in the three fields—agriculture, trades and industries, and home economics—and by \$1,054,000 the sum authorized for training teachers in these fields; (2) it requires States and Territories participating in the grants to match only 50 percent of these grants for the first 5 years in which the act is operative, this percentage being increased by 10 percent each year thereafter until it reaches 100 percent, beginning July 1, 1946; (3) it authorizes the appropriation of funds to be used in programs providing training for the distributive occupations; and (4) it extends the benefits of vocational education to the District of Columbia.

States preparing

An examination of reports from the States indicating the ways in which they are prepared to use the funds authorized under the George-Deen Act discloses among other things plans to inaugurate vocational programs in fields of agricul-

ture, home economics, trades and industries, and distributive occupations, in communities which have been financially unable to establish such programs up to the present time.

Emphasizing the inadequacy of the present vocational programs in meeting community needs a majority of the States have signified their intention of using some of the new funds in strengthening these programs. They call attention to the fact that day-school teachers are overloaded with pupils and have no time for part-time and evening classes for out-of-school youth and adults. They stress the fact that classes are in many cases too large to insure efficient instruction. New funds are necessary not only to relieve teachers now overcrowded but also to retain teachers offered more attractive salaries in other fields.

A portion of the funds authorized in the George-Deen Act will be needed, some of the States explain, to take over as permanent programs vocational education projects initiated by emergency Government agencies, which may later go out of existence.

In view of the fact that under the George-Deen Act Federal aid for training in the distributive occupations is authorized for the first time, definite plans have been set up by practically every State to initiate such training programs in this field as soon as funds are available.

The distributive occupations constitute a comparatively new field for which little or no public vocational training has heretofore been provided. The importance of providing continuation and extension training for those already engaged in this field will be obvious, when it is understood that in the large cities about one person out of every six between the ages of 18 and 25, gainfully employed, is engaged in selling or other occupations in the distributive field; that between 6 and 7 million persons are now employed in the

distributive field; that over 100,000 beginners, 18 to 19 years of age, enter these employments each year and only about 10,000 receive vocational preparation for retailing, selling, and store service; that according to estimates, less than 10 percent of those who enter retailing and distributive trades actually succeed; and that the majority of the failures are due to personal incompetence of one kind or another, especially to inexperience resulting from a lack of training.

Small wonder then that the States almost to a unit are making plans to develop comprehensive programs in distributive occupational subjects.

More adequate service

Nearly every State makes specific mention of the large number of out-of-school youth who are unemployed and without any special training. The additional funds authorized under the George-Deen Act, it is pointed out by the State boards for vocational education, will permit more adequate service for this group.

Reports from most of the States emphasize the fact that lack of funds has prevented them from cooperating adequately with State boards for apprentice training in developing State-wide apprentice training in the various fields of employment. Under this condition, it is pointed out, it has been impossible to establish new and much-needed programs of training for apprentices. With additional funds available, new impetus will be given to this phase of vocational training.

Adult education, that is, education which will assist adult workers in keeping pace with new developments in their occupations in the face of changes in processes, equipment and methods—has been one of the chief concerns of vocational education ever since the inception of the national program under the Smith-Hughes Act. It becomes even more acute during periods of depression. Considerable emphasis will be given in every State, under the provisions of the George-Deen Act, to special vocational classes for adults in all fields of vocational education.

Particularly during the past 5 years an urgent need has developed for retraining of the unemployed who have either lost their jobs because of changes in processes or operations in industries or who have become unsuitable for employment as a result of long disuse of their special skills and abilities through the depression years. States reporting to the Office of Education indicate that these groups, as well as those who need training for newly developing types of employment, will have additional opportunities

for training when the George-Deen Act becomes operative.

Every State reports that additional regional, district, and local supervisors and teacher-trainers of vocational education are needed to increase the efficiency of its vocational education programs in the various fields. Without exception each State is planning to make use of some of the new funds for this purpose.

One of the critical problems facing the program of vocational education in the States is the lack of an adequate supply of well-trained and qualified teachers for the several fields of vocational education. During the past several years, large numbers of competent vocational teachers have been attracted to other positions by larger salaries. Many of those graduating from teacher-training institutions, also, have not entered the teaching field. With the expansion of the vocational education program, special emphasis will be placed upon training addi-

tional teachers, and each State is making definite plans to that end.

Interesting indeed is the evidence of expansion in programs and of the need for such expansion as presented in the reports from the States. Figures contained in these reports show the large number of schools still without vocational programs, the number requesting such programs, the number struggling along with inadequate programs, the shortage of teachers, the overload laid upon many schools, the number of out-of-school youth needing training, and the large number of requests for assistance from vocational education agencies, and from emergency and other organizations.

All of the reports emphasize the scarcity of funds which prevents the States from carrying on adequately. They leave little doubt of the intent of the States to make good use of the additional funds authorized under the George-Deen Act.

American Vocational Association

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tor of special education, Nashville, Tenn.; Executive Secretary, L. H. Dennis, and treasurer, Charles W. Sylvester, director of vocational education, Baltimore, Md.

Among Office of Education Vocational Education staff members who participated in the program were Dr. J. C. Wright, Assistant Commissioner for Vocational

Education, Earl W. Barnhart, Anna L. Burdick, Susan Burson, D. M. Clements, Frank Cushman, Florence Fallgatter, N. B. Giles, Jerry R. Hawke, F. W. Lathrop, J. A. Linke, C. E. Rakestraw, W. A. Ross, H. B. Swanson, and Marie White.

Next year's A. V. A. convention will be held in Baltimore, Md., from December 1-4.

A Girl's Creed

ATTRACTING much attention at the A. V. A. Convention in San Antonio was an unusually fine homemaking exhibit, with Future Homemakers of Texas in charge. The exhibit consisted of a living-dining room, bedroom, an all-purpose laboratory, and library.

Neatly lettered and displayed at this exhibit was a valued contribution of Grace Noll Crowell, *A Girl's Creed*, written for the Future Homemakers of Texas by the Texas poet laureate. Many visitors to this interesting homemaking display asked for copies of this statement:

"I believe that the home is woman's natural environment. I believe that there is as much art in making a barren house into a glistening comfortable home as there is in painting a picture or in writing a poem.

"I believe that there is dignity and beauty in service; that as a career for women, homemaking offers greater opportunity for leisure, for growth of mind and spirit, for exercise of the body, than any other occupation.

"I believe that one who has the intelligence to keep her own house in order is wise enough to be a force in any community.

"It is my desire to be one of the countless women of the world to make life sweeter and better because I live and do my work well."

College Catalog Collection

I CAN understand why you keep most of these old books, but I don't see why you keep all these old college catalogs", said a man recently who was helping to move the collection of college catalogs in the library of the United States Office of Education. A question which is asked by one person may have occurred to many others who have not voiced it. Those who think of college catalogs as mere tools for college students, which are to be discarded as useless as soon as registration in college has been completed, have perhaps not fully envisioned the stories told by a collection of such catalogs extending over a period of a hundred years.

Nearly half a mile (2,100 feet) of shelf space in this library is occupied by the catalogs of normal schools, professional schools, colleges, and universities in this country. Extending from the early part of the nineteenth century to the present time, the collection furnishes a picture of higher education for the past 125 years. In many cases the files are practically complete from the beginning of the colleges to date; while catalogs of many institutions which have long since gone out of existence help to complete the picture and frequently supply answers to questions which could not be obtained elsewhere. For example, a man in one of the Southern States wished to get a teaching position. The college which he had attended had closed and he had no way of proving that he had graduated there and that it was an accredited school. An appeal to the library of the United States Office of Education brought a verification of his claim by one of the old catalogs in the file. An authenticated statement was then sent to the inquirer.

Earliest catalogs

Some of the earliest catalogs in the collection are: Union College, 1819/20; Amherst, 1823; Dartmouth, 1824; Harvard, 1825; Mount Holyoke, 1837 (the first catalog issued by the college).

A constant effort is being made to fill any gaps in this collection, and as runs are completed the catalogs are bound into convenient volumes, making them easier to use and less liable to be lost.

Sabra Vought, Chief, Library Division, Tells of "Half-Mile" Stretch Devoted to "A Picture of Higher Education for the Past 125 Years"

In addition to this file, a collection of current catalogs is kept in pamphlet boxes on shelves adjacent to the reading room, where it is frequently consulted for information about entrance requirements, courses of study, names of faculty members, and many similar questions of current interest.

The early catalogs contained merely a list of the names of the faculty and students, with an occasional appendix giving information as to courses of study, living accommodations, fees, etc. The present practice is an exact reversal. The names of the students, if given at all, appear as an appendix to the catalog. Many of the early catalogs are embellished with engravings of the principal buildings, which are exceedingly interesting when one wishes to compare the new with the old, or trace the growth and expansion of the college plants.

The student of curriculum development finds the information given in a file of catalogs most useful as source material, whether for comparison of curricula in a number of institutions or for a study of changes that may have taken place in a single college or university over a period of years. In many cases the textbooks used in the various classes are named, and also those with which the student should be familiar before entering college.

Dartmouth in 1840

From the collection we have chosen the earliest issues of the catalogs of Dartmouth and Mount Holyoke as typical of the early nineteenth century, and have found in them items of interest as well as some valuable source material in the history of higher education.

The expenses for a year at Dartmouth in 1840 were \$106.24, including tuition, room rent, board, wood, lights, and washing. The 24 cents appeared because "ordinary incidentals" were estimated at

\$3.24. Tuition was \$27, and board for the college year \$57. Even with the cost so low, not all of the students were able to afford it, because a statement appears in the catalogs of this period to the effect that "Students whose circumstances make it necessary for them to take schools in the winter are permitted to be absent 14 weeks from the close of the fall term." Seniors in the department of intellectual and moral philosophy were expected to "attend the lectures of the professors on chemistry and anatomy, and the junior class those on chemistry, in connection with the medical department; for which they are charged, the juniors 67 cents, and the seniors, \$1.33 each term."

The medical department at Dartmouth seems to have been rather important during the first half of the nineteenth century, even to the extent of having a 14-week session after commencement. One of the inducements held out to the prospective student of this medical course was as follows: "Surgical operations performed gratis, before the medical class, during lectures."

Mary Lyon, principal

At Mount Holyoke the tuition was less—board and tuition, if paid in advance, was \$60 for the year—but the students were required to "furnish their own towels, one pair of sheets and pillowcases and one blanket to be used on their own bed; also one table or dessert spoon, and one teaspoon to be used in the family." These regulations continued for many years, although by 1860 the board and tuition were \$80 a year.

Bound with the early catalogs of Mount Holyoke in this library are several very interesting little pamphlets. The first is a "Catalog of the teachers and pupils of the Buckland Female School for the term ending March 2, 1830." There were 99 pupils and 7 teachers, and Mary Lyon was the principal.

The next one is a 12-page leaflet entitled "Mount Holyoke Female Seminary", written in 1835 by Miss Lyon to answer the many inquiries that were being made about the new seminary then being planned. There follows a Prospectus of Mount Holyoke Female Seminary dated May 1, 1837, which states that the institution, located at South Hadley, "will probably be ready for the reception of scholars early next autumn." It gives the names of the trustees and states that Miss Mary Lyon will be principal. The course of study is given with the names of the textbooks to be used, a description of the work and the requirements for admission. Next we find the First Annual Catalogue of the Officers and Members of the Mount Holyoke Female Seminary, South Hadley, Mass., 1837-38. The name of Mary Lyon appears as principal through the first 11 years. In the twelfth annual catalog, for 1848-49, an asterisk before the name points to the one word "deceased" at the bottom of the page.

Between the lines one can easily read the story of that valiant educator, Mary Lyon, and her struggle to develop a female seminary to which might come as scholars "those who shall go forth and by their deeds do honor to the institution and to the wisdom and benevolence of its founders." There is a printed letter bound into this volume which she addressed to women whom she knew or with whom she felt acquainted through some mutual friend. In it she made a plea for help in furnishing the new buildings which were then nearing completion. So many implications cling to these old bits of print that one never again can feel that old college catalogs are just so much wastepaper.

Address caused flurry

This particular collection of college catalogs is unique in that many rare historical documents have been bound into the volumes. Inaugural addresses, addresses delivered at class reunions, programs of commencement exercises, are among this number, and frequently bear illustrious names. One such publication is "An address delivered before the senior class in Divinity College, Cambridge, Sunday evening, July 15, 1838, by Ralph Waldo Emerson." This is the very address which Emerson told Carlyle caused "a storm in our washbowl", and on account of which the author was frowned upon for many years by the Divinity College.

The few examples cited cannot give an adequate picture of the treasury of historical information included in this file of college catalogs. They may help to interest the student of higher education in what had previously appeared to him as of little value.

Children Write Special Number



A First Grade of Indian Children at Work.

A SPECIAL children's number of *Indians at Work* has attracted considerable attention particularly because it is entirely written and illustrated by the Indian children. These children from every part of the country have told of their food; of the wild things they have picked to eat; and of their dances and ceremonies. Tribal customs are vividly described.

"Most Indian children are poor", writes Indian Commissioner John Collier. "They come more often than not from meager homes. They have certain riches, however. A prodigal sense of design, a sense of color and of rhythm is theirs by right. Testimony of this comes to the Indian Office, from children from every part of the country. Rich is the testimony of the Pueblos; astonishing in their variety and fertility, are the drawings of the young artists of the Santa Fe School. What arrests the attention, after the study of the writings of the Indian children, and their drawings, and their paintings, is that they are not derivative. In their expression they are Indian, expressing a culture old and yet new, having its roots in a deep racial stream, but pushing forth fresh branches and flowers."

The number begins with an account of the school activities and how they worked to buy their rabbit, written by very small children from a southern Navajo boarding school. The issue concludes with a legend of the Song of the Old Wolf

written by pupils of the ninth grade of the Pierre Indian School, South Dakota. In between are stories, poems, drawings, and paintings covering all activities of Indian children.



Cherokee Ball Game.

The illustrations on this page are taken from the Children's Number and show pictorially some of the many and varied interests carried on among the Indians.

For a copy of this interesting publication write to the Office of Indian Affairs, Washington, D. C.

MARGARET F. RYAN

New Government Aids For Teachers

Are You Economically Minded?

A CONCISE summary of major economic developments throughout the world is to be found in *World Economic Review, 1935*, a 421-page publication of the Bureau of Foreign and Domestic Commerce, the price of which is 50 cents. Part I deals with the United States and presents the changes which have taken place in our domestic economy during the past year. Part II deals with the principal foreign countries. The appendixes contain a chronology of major economic events in the United States, a digest of the more important laws pertaining to economic affairs enacted by Congress during 1935, and statistical tables showing the trend of major economic indicators, of world trade, and production of important commodities.

Are You Interested in Children's Court Cases?

Children's Bureau Publication No. 232, *Juvenile Court Statistics and Federal Juvenile Offenders*, is based on information supplied by 284 juvenile courts and by the United States Department of Justice on juvenile delinquency, dependency and neglect, and children's cases of other types. Price, 10 cents.

Do You Want a Laboratory Test?

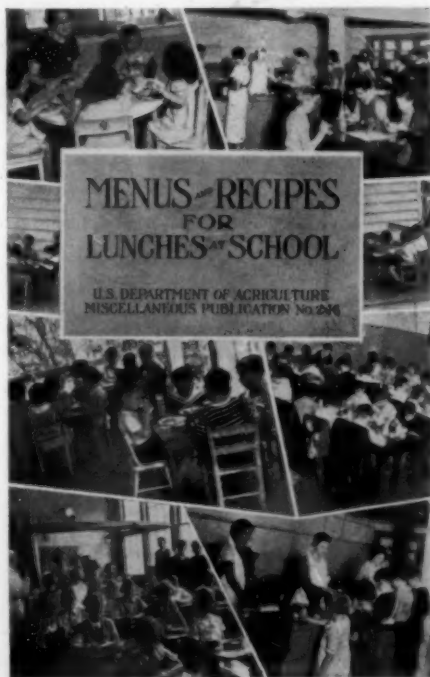
In accordance with the law, the National Bureau of Standards makes tests and carries out investigations for other Government agencies. Owing to the large amount of this official work it is impracticable for the Bureau to make tests for private individuals if other laboratories can do the work. As a result, a complete list of the commercial testing laboratories throughout the country, together with indications of the types of commodities which they are willing and able to test, was prepared under the title *Directory of Commercial Testing and College Research Laboratories*. Information is given concerning 244 commercial testing laboratories with 67 branch laboratories or offices. There is also presented a list of the laboratories of 200 colleges which are used not only for purposes of

instruction but also to a considerable extent for research work. Fifteen cents buys this publication.

Can You Spell Correctly?

For the correct spelling form and application of geographical names that have been adopted for official use by the United States Government, write to the Department of the Interior for a free copy of *Decisions of the United States Board on Geographical Names*.

Are You Wrangling With School Lunch Problems?



A new Department of Agriculture bulletin *Menus and Recipes for Lunches at School* (Miscellaneous Pub. No. 246) discusses foods children need and offers menus and recipes to serve 50 school children as well as menus and recipes for nursery-school use. Costs 10 cents.

How About Your Diet?

Issued by the Department of Agriculture as *Farmers' Bulletin No. 1757*,

★Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

Diets to Fit the Family Income suggests four diet plans taking into consideration nutritive values and costs. Families with extremely meager resources will find the restricted diet suggested for emergency use helpful in solving their difficult problem. A week's menu for a liberal diet, a moderate-cost adequate diet, a minimum-cost diet, and a restricted diet, is given. The Superintendent of Documents has copies of this publication on sale for 10 cents.

Do You Want Price Lists?

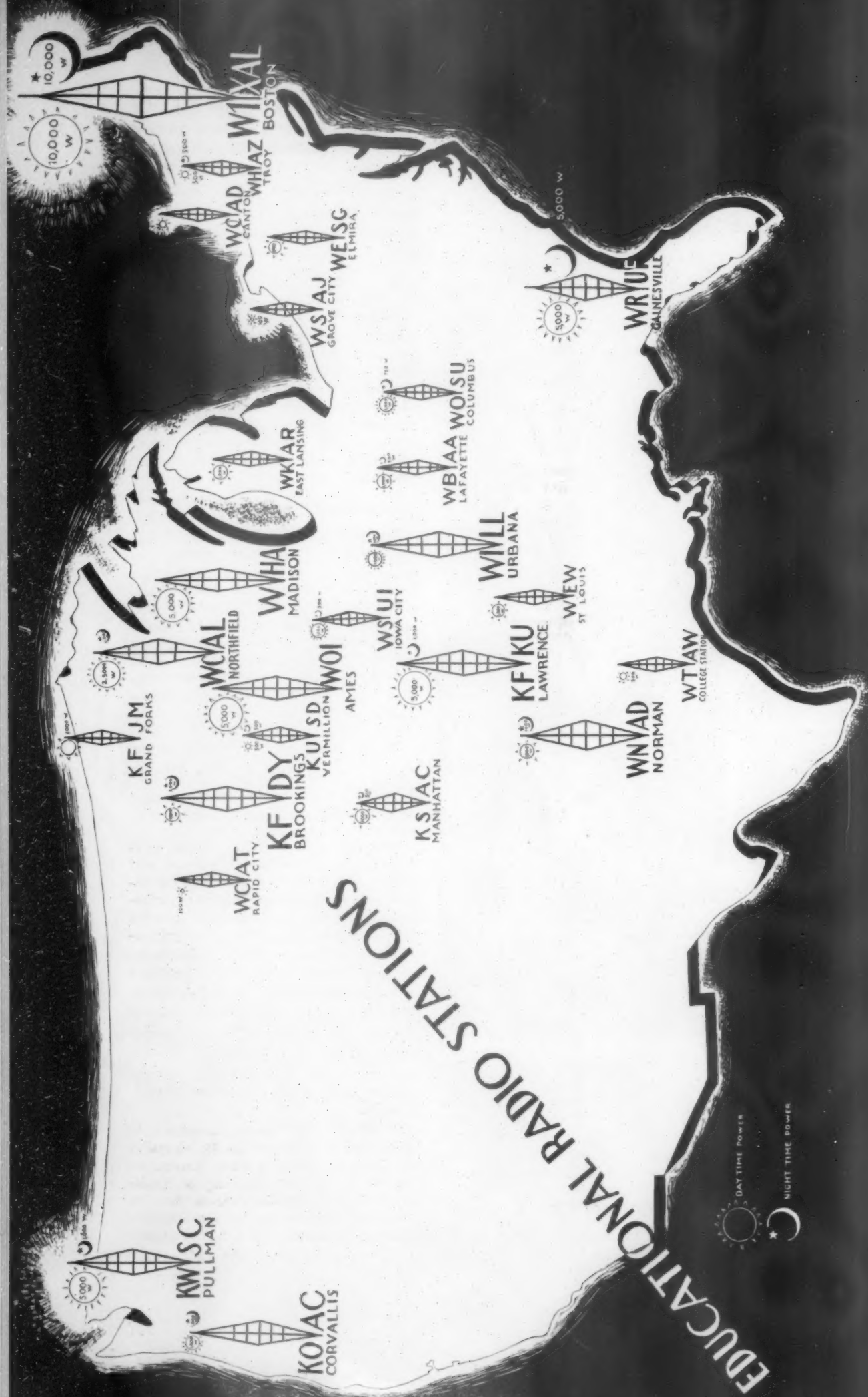
The Superintendent of Documents has brought up to date the following free price lists of Government publications which he has for sale on various subjects: *Fishes*, No. 21; *Indians*, including United States publications pertaining to mounds and antiquities, No. 24; *Transportation*—railroad and shipping problems, postal service, telegraphs, telephones, and Panama Canal, No. 25; *Insular possessions*—Guam, Philippines, Puerto Rico, Samoa, Virgin Islands, No. 32; *Birds and Wild Animals*, No. 39; *Insects*—Bees, honey, and insects injurious to man, animals, plants, and crops, No. 41.

Will You Help Prevent Disease?

The United States Public Health Service, in the promotion of personal and community health through close association with State and local health organizations, issues many useful and authoritative pamphlets dealing with the prevention of diseases, such as, diphtheria, pellagra, and malaria. It also publishes a weekly under the title *Public Health Reports* in which appear from time to time articles of especial interest to educators, references to which will be made on this page. The following articles appear in volume 51; each number costs 5 cents.

A Study of Smallpox Immunity in 5,000 College Students, No. 23; Mortality in Children Resulting from Automobile Accidents, No. 32; Directory of Whole-Time County Health Officers, No. 34; Time Changes in Automobile Fatalities Among Children, No. 35; Audiometric

[Concluded on page 152]



The above map shows the principal Educational Radio Stations in the United States. (See check list on opposite page.)

Educational Radio "Grandfathers"



THAT the present widespread development of commercial radio in the United States was pioneered by research, experiment, and demonstration of our colleges and universities is a fact probably not fully appreciated by the people of the Nation. In the early twenties there were nearly 100 university and college radio stations on the air. If you will pause at the entrance to the impressive University of Wisconsin studios, you will see some of the *grandfathers* of tubes now used by radio transmitters all over the United States; indeed, all over the world. These tubes were built in 1916 and 1917 by University of Wisconsin engineers long before KDKA made its epochal broadcasts. Through research the University of Wisconsin and other centers contributed greatly to the building of the radio service now available to the American people.

Many institutions found radio an expensive luxury. The advent of commercial advertising and network service gave commercial stations overwhelming advantages over educational stations. Depression forced many universities to sell their stations or give up their licenses.

So greatly have educational stations been overshadowed by commercially-owned stations that there has been a disposition in some quarters to think of them as belonging, like the dinosaur, to the past. That such an assumption is contrary to the facts will be clear to any one who examines a brochure on 25 principal educational radio stations recently published by the National Committee on Education by Radio. This brochure is a pictorial and factual summary of the present very lively state of educational broadcasting stations. It will be news to many that educational stations are growing in power and influence. It will astonish others to find that universities and colleges are setting aside larger and larger budgets for radio program service.

Convincing facts

To illustrate the advance of the educational stations, we cite the following facts:

WESG, Cornell's station, in addition to sponsoring service programs to agricultural and city communities, is supply-

ing scripts and continuity to 25 upper New York State stations.

W9XG, at Purdue University, broadcasts television programs twice a week. Although these programs are experimental in nature, they are attracting an audience among those having receiving equipment.

W1XAL, at Boston, has evidence that some 500,000 listeners all over the world are listening in to its short-wave educational broadcasts.

WHA, University of Wisconsin, claims a much finer broadcasting center than that owned by four out of five broadcasting stations in America. Equipment at their Radio Hall includes a pipe organ

of about 1,000 pipes. Organ programs enjoy wide popularity.

WOI, of Iowa State College, received proof of its following when a nationally known radio magazine conducted a contest to determine the most popular station in each State. In Iowa, WOI took first place in competition with other independent and chain stations.

WRUF, "the voice of Florida," covers more territory than any other Florida station. It serves people in communities not reached by networks or local stations, bringing to them market reports, sheriff and police reports, weather and other vital information.

Check List of Principal Educational Radio Stations

WBAA—Purdue University, Lafayette, Ind. Frequency: 890 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

WCAD—St. Lawrence University, Canton, N. Y. Frequency: 1,220 kilocycles. Power: 500 watts, daytime.

WCAL—St. Olaf College, Northfield, Minn. Frequency: 1,250 kilocycles. Power: 2,500 watts, daytime; 1,000 watts, night.

WCAT—South Dakota College of Mines, Rapid City. Frequency: 1,200 kilocycles. Power: 100 watts, daytime.

WESG—Cornell University, Ithaca, N. Y. Frequency: 850 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

WEW—St. Louis University, St. Louis, Mo. Frequency: 760 kilocycles. Power: 1,000 watts, daytime.

WHA—State of Wisconsin, Madison. Frequency: 940 kilocycles. Power: 5,000 watts, daytime.

WHAZ—Rensselaer Polytechnic Institute, Troy, N. Y. Frequency: 1,300 kilocycles. Power: 500 watts, daytime; 500 watts, night.

WILL—University of Illinois, Urbana. Frequency: 890 kilocycles. Power: 1,000 watts, daytime; 250 watts, night.

WKAR—Michigan State College, East Lansing. Frequency: 850 kilocycles. Power: 1,000 watts, daytime.

WLB—University of Minnesota, Minneapolis. Frequency: 1,250 kilocycles. Power: 1,000 watts, daytime.

WNAD—University of Oklahoma, Norman. Frequency: 1,010 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

WOI—Iowa State College of Agriculture and Mechanic Arts, Ames. Frequency: 640 kilocycles. Power: 5,000 watts, daytime.

WOSU—Ohio State University, Columbus. Frequency: 570 kilocycles. Power: 1,000 watts, daytime; 750 watts, night.

WRUF—University of Florida, Gainesville. Frequency: 830 kilocycles. Power: 5,000 watts, daytime; 5,000 watts, night.

WSAJ—Grove City College, Grove City, Pa. Frequency: 1,310 kilocycles. Power: 100 watts, daytime.

WSUI—State University of Iowa, Iowa City. Frequency: 880 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

W1XAL—World Wide Broadcasting Corporation, Boston, Mass. Frequency: 6.04 mc, 11.79 mc, 15.25 mc, 21.46 mc. Power: 10,000 watts, daytime; 10,000 watts, night.

KFDY—South Dakota State College, Brookings. Frequency: 780 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

[Concluded on page 142]

Educators' Bulletin Board



New Books and Pamphlets

Safety Education

Driver and Pedestrian Responsibilities. Washington, D. C., American Automobile Association, 1936. 77 p. illus.

The second illustrated text pamphlet of the Sportsmanlike Driving Series, includes discussion topics, projects, and suggested further reading.

Parents and the Automobile, a symposium by parents of children in the Horace Mann Schools and Lincoln School, edited by Elizabeth J. Reisner, Harriet de Onis, Thalia Stolper. New York City, Bureau of Publications, Teachers College, Columbia University, 1936.

64 p. illus. 65 cents.

Contents: Pt. I, Parents' Responsibility—Pt. II, Educating the Young Driver—Pt. III, What Schools are Doing to Educate Young Drivers and How Parents Can Help.

Adult Education

College Aptitude of Adult Students, by Earl J. McGrath and Lewis A. Froman. Buffalo, N. Y., University of Buffalo, 1936. 34 p. (University of Buffalo studies, vol. xiv, no. 1, November 1936.)

The results of a study made at the University of Buffalo for the purpose of comparing the aptitude for college of adult students with that of students in the day session.

Individual Satisfaction in Adult Education, a study, by Olive O. Van Horn. New York, N. Y., The New York Adult Education Council, Inc., 222 Fourth Avenue, 1936.

32 p. 50 cents.

A study of the characteristics and purposes of over a thousand users of adult education in New York City.

Adjustment

Educating for Adjustment, the Classroom Applications of Mental Hygiene, by Harry N. Rivlin. New York, D. Appleton-Century Company, 1936. 419 p. \$2.25.

Emphasizes the positive aspects of pupil adjustment—how to deal with the everyday emotional problems of the normal child; for teachers and supervisors.

Getting Along in College, a syllabus for orientation, by Lowry S. Howard and Herbert Popenoe. Stanford University, Calif., Stanford University Press, 1936. 58 p. 75 cents.

Discusses problems from the student's viewpoint and suggests how the student can help himself to make a successful adjustment.

Debate Materials

Freedom of Speech, compiled by Julia E. Johnsen. New York, H. W. Wilson Co., 1936.

317 p. (The Reference Shelf, vol. 10, no. 8) 90 cents.

Articles and selected bibliographies, classified as general, supporting, and opposing. Contains a section on teachers' oaths.

Electric Utilities, the Tenth Annual Debate Handbook, 1936-37, vol. 1. Edited by Bower Aly. Columbia, Missouri, Lucas Brothers, Publishers, 1936. 220 p. 75 cents.

Published by arrangement with the committee on debate materials and interstate cooperation, National University Extension Association. Contains articles and annotated bibliography.

Government Ownership and Operation of Electric Utilities, compiled by E. R. Rankin. Debate Handbook. Chapel Hill, N. C., University of North Carolina Press, 1936.

132 p. (University of North Carolina Extension Bulletin, vol. xvi, no. 2) 50 cents.

References classified as general, affirmative, and negative; general bibliography.

Supplementary Reading

We See the World, by Gladys F. Rinehart. Chicago, Beckley-Cardy Co., 1936. 284 p. illus. 85 cents.

A travelog for children, interesting supplementary material for geography in the fifth and sixth grades.

How Man Made Music, by Fannie R. Buchanan. Chicago, Follett Publishing Co., 1936. 266 p. illus. \$1.50.

Presents the background for music appreciation; traces the development of song and the invention of musical instruments.

SUSAN O. FUTTERER

Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on inter-library loan.

BURNS, MARY P. Devices to interest junior high school pupils in the study of French. Master's, 1933. Boston University. 88 p. ms.

EISENBERG, AZRIEL L. Children and radio programs: a study of more than 3,000 children in the New York metropolitan area. Doctor's, 1935. Teachers College, Columbia University. 240 p.

GAWTHROP, CAROL B. The transfer student: A study of some factors in the status and adjustment of women students transferring to Syracuse University in September of the years 1931 to 1934, inclusive. Master's, 1936. University of Syracuse. 131 p. ms.

HAYS, EDNA. College entrance requirements in English: their effect on the high schools: an historical survey. Doctor's, 1935. Teachers College; Columbia University. 141 p.

HEYLMUN, ELIZABETH C. An analysis of present practices and tendencies in freshman English in certain colleges and universities. Master's, 1935. George Washington University. 127 p. ms.

KENT, DRUZILLA C. Study of the results of planning for home economics education in the Southern States as organized under the national acts for vocational education. Doctor's, 1935. Teachers College, Columbia University. 172 p.

KOSTICK, JULIUS M. Instrumental music in the Boston public schools. Master's, 1934. Boston University. 78 p. ms.

KRAMER, MAGDALENE. Dramatic tournaments in the secondary schools. Doctor's, 1935. Teachers College, Columbia University. 176 p.

PAUL, RUTH A. Study of the graduate courses in personnel administration, guidance, and student orientation offered in accredited American colleges and universities. Master's, 1936. University of Syracuse. 147 p. ms.

RAMSDALL, NELSON J. Local high school diploma and requirements for high school graduation in New York State. Master's, 1936. University of Syracuse. 85 p. ms.

RODGERS, ELIZABETH G. Experimental investigation of the teaching of team games: A study applied to the elementary school level, of three methods of teaching. Doctor's, 1935. Teachers College, Columbia University. 65 p.

ROGERS, MURPHY P. State's supervision of its elementary schools: the development and present activities of the elementary division of the State department of education of Louisiana, and a program for its future service. Doctor's, 1935. Teachers College, Columbia University. 118 p.

SAVAGE, DONALD H. Character education in summer camps. Master's, 1931. Boston University. 173 p. ms.

SINGLETON, HARRY C. Comparison of the changes in pupils' character and information resulting from instruction in general science by the activity method versus the traditional recitation method. Master's, 1935. Pennsylvania State College. 55 p. ms.

STERN, RAY L. Legal aspects of bid procedures in the awarding of school contracts. Master's, 1935. University of North Dakota. 81 p. ms.

TRETTER, GEORGE. Sex education. Master's, 1936. George Washington University. 122 p. ms.

WEBSTER, WAYNE C. Pupil achievement in one teacher schools using the traditional and alternated types of daily program: a controlled experiment. Master's, 1935. Pennsylvania State College. 45 p. ms.

WEISENFLUH, CLINTON. History of a school teachers' strike. Master's, 1935. Pennsylvania State College. 128 p. ms.

RUTH A. GRAY

Using the Census Bureau in Schools

MORE than 2,000 teachers are making classroom use of the condensed summaries of the 1935 Census of Agriculture. A large proportion of these are instructors in vocational schools. In addition, however, to those primarily interested in agricultural and vocational training are instructors utilizing the Census releases in many other ways.

3,000 Counties

In these summaries there is for every county a separate tabulation of the principal items of crops, livestock, and uses of land, secured by direct personal questioning of every farmer in the United States in 1935. These tabulations are accompanied by a short story intended for use in newspapers and as a guide to those who are not familiar with the local agriculture. While the supply lasts, any of these 3,000 county releases may be secured in small quantities, for schoolroom use. A similar release is devoted to each State. In these the significant factors of the State's agricultural life and the changes of the past 5 years are featured. A third series of releases gives, by counties, farm population, farm labor, farm dwellings, movement to farms, part-time farmers, and other interesting items of agriculture and farm life. The final series of reports are United States summaries by States covering the major crops, classes of livestock, and uses of land, farm population, poultry, milk, vegetables, etc.

Each of these various types of releases is adapted to different specialized uses in the classroom. The few examples we offer come from letters and requests of teachers in fields other than agriculture, for the use in that field is so widespread and obvious that description is unnecessary.

The county reports lend themselves to simple computations in arithmetic, such as additions, working of percentages of decreases or increases, average number of acres for farms per work animal, acres of pasture per milk cow, etc. In other words, they can be used to furnish an interesting basis for concrete examples in elementary arithmetic. In higher mathematics, correlations may be worked out

Z. R. Pettet, Chief Statistician for Agriculture, Bureau of the Census, Tells of Various Uses Made by Schools of Farm Census Leaflets



between the absolute figures for various crops, percentage changes, or between certain crops or combinations of crops with livestock; for example, the decrease or increase in a group of counties in corn and hogs, cows and pasture, work animals, and crop land harvested, or any other

factors which may be thought of significance or interest.

Geography classes frequently work up dot maps, shaded, cross-hatch, or color maps from the county or national reports.

History students, in some counties and States, made use of the county story which

describes local changes with dates and causes of changes, such as the influence of the boll weevil in South Carolina, on the number of farmers, the acreage in cotton, number of tenants, etc. Those who wished to go back farther have taken census statistics running back to 1840 for some of the principal items.

The attention of the student of current history is invited to the release, *Annual Legumes for All Purposes*. This includes the soybean, a crop which is making great increases and bids fair to influence the future industrial history of the United States, as it has Asiatic history from time immemorial, not to mention its present effect upon world history in the Manchurian situation.

A number of teachers directing writers' projects have taken the county and other farm census stories and used them as a basis for imitation or criticism. Other teachers have required their students to pick out examples of important details which we have not taken up in our story, and work up brief articles along the same lines as the county releases.

"Storiettes" written

One point which will be of exceptional interest is that practically all who are following this method have picked out the changes in land values, which we have not emphasized for various reasons, and have made of them excellent and interesting analytical "storiettes." It may be pointed out that each county report has sufficient statistical material in it to work up at least a dozen different stories.

Perhaps the most important use being made of farm census summaries is in the study of economics, especially the agricultural phase of that subject. A number of research students have used the United States summaries as a basis for their theses. Even the county stories have furnished leads for similar intensive studies. In the study of sociology, special attention has been given to the subject of tenancy in its various aspects ranging from race and color to period of occupancy of farms and the relationship to human problems, as well as to such material things as the concrete farm and soil conservation problems. As our knowledge of these various uses is dependent upon what numerous teachers have told us, and from deductions based upon the series of releases which they have ordered, it is probable many other interesting and important uses have been made of them, which will occur to each teacher. We invite your suggestions upon this point.

Sample sets

The reports which we have described are available without cost. It is our hope that every teacher will send for a sample set of releases. If any of the teachers care to make farm census work a part of the regular school program, Farm Census bulletins, which give county figures, are available for each State. These may be secured for a nominal sum of from 5 to 15 cents from the Superintendent of Documents, Government Printing Office, Washington, D. C. For instructors who wish to take up a more intensive program than the county unit offers, the Census has com-



piled township or minor civil division figures which may be obtained for the cost of photographing our basic records.

Value of statistics

Our thought in bringing these leaflets to your attention results from belief in the necessity of beginning with the grammar and high-school students if statistics are to be of greatest use during life. From the Census standpoint, we wish to fulfill our proper duty of placing the basic data in the hands of everyone who will need them in their future work.

While the thousands of pages of agricultural statistics that we have for distribution meet many requirements, we wish also to call attention to 32,000 pages of other tabular information which is published by other divisions of the Census Bureau covering a wide variety of subjects. The divisions are: Business, financial statistics of cities and States, manufactures, population, religious bodies, special tabulations, and vital statistics.

For statistical information in these fields, as well as in agriculture, address Bureau of the Census, Department of Commerce, Washington, D. C.

Educational Radio "Grandfathers"

[Concluded from page 139]

KFJM—University of North Dakota, Grand Forks. Frequency: 1,410 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

KFKU—University of Kansas, Lawrence. Frequency: 1,220 kilocycles. Power: 5,000 watts, daytime; 1,000 watts, night.

KOAC—Oregon State System of Higher Education, Corvallis. Frequency: 550 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

KSAC—Kansas State College of Agriculture and Applied Sciences, Manhattan. Frequency: 580 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

KUSD—University of South Dakota, Vermillion. Frequency: 890 kilocycles. Power: 500 watts, daytime and night.

KWSC—State College of Washington, Pullman. Frequency: 1,220 kilocycles. Power: 5,000 watts, daytime; 1,000 watts, night.

TELEVISION STATION W9XG

PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA

Date.....19.....

Dear Mr.....

We thank you for your interest in W9XG and its pictures.

Remarks:.....

W9XG

Program: Standard motion picture film; newsreels, etc.
Transmission at 60 lines per picture and 20 pictures per second. Single spiral disc. No sound accompaniment; voice announcements only.
Frequency: 2050 kc.

Power output: Varies from time to time; maximum of 1,500 watts.

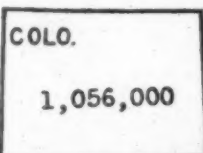
Time of Operation:

Days: Tuesday 7:30
Thursday 8:00 PM
Hours: (C.S.T.)

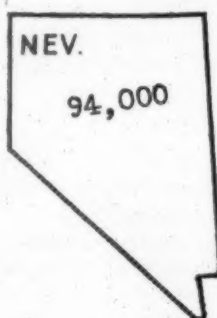
Statistical Thumbtacks

ACCORDING to chapters in the Office of Education *Biennial Survey* (now in press) the total enrollment in all colleges and universities in the United States (1933-34) was 1,055,360. The total number of college faculty members was 99,935. The total enrollment in high schools of the Nation was 6,096,488.

Presented graphically the college enrollment of 1,055,360 just about equals the population of the State of Colorado.



The college faculty members just about equal the population of the State of Nevada.



The total enrollment in high schools was a little greater than the population of Texas.



College libraries have a total of 57,917,812 volumes—11½ times the number of volumes in the United States Library of Congress. You can figure out for yourself how many volumes are in the Library of Congress.

* Population.

This Month Emery M. Foster, Chief of the Statistical Division, Office of Education, Presents Some Statistical Facts for *School Life* Readers

Rural schools throughout the country, according to recent statistics, show an average number of days in session of 161 of the 365 days of the year. The average attendance of each rural student is 135 days. City schools average 182 days open during the year, with an average attendance per pupil of 157 days.

School districts in the United States number approximately 127,000. The State of Illinois with approximately 12,000 has the greatest number of any one State.

As to one-room schools there are still 138,542 in operation. The total number of school buildings in the Nation is 242,929.

Delaware, the State deriving the largest percentage of its school revenue from State sources (1933-34) had the smallest percentage decrease from 1929-30 to 1933-34 in its annual cost for current expenses per pupil in average daily attendance. On the contrary, North Carolina, deriving the second largest percentage of its school revenue from State sources in the same year, had the largest percentage decrease in its annual cost per pupil. Delaware derived 92.9 percent of its school revenue from State sources and its per pupil cost decreased only 2.4 percent, from \$95.12 to \$92.85 (calculated by the method used by the U. S. Office of Education), from 1929-30 to 1933-34. North Carolina derived 64.9 percent of its school revenues from State sources and its per pupil cost decreased 43.6 percent, from \$42.85 to \$24.18, from 1929-30 to 1933-34.

These facts are cited in the November 1936 issue of *State School Facts*, monthly publication of the State department of

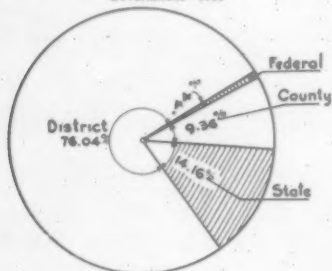
public instruction, Raleigh, N. C., and are based on table IX of the United States Office of Education Bulletin 1935 No. 2, chapter II, Statistics of State School Systems, 1933-34. In 1929-30 (calculated according to the method used by the State department of education), the city schools were operating on \$44.27 per pupil and the county schools on \$28.92 per pupil, a difference of \$15.35. In 1934-35 the city schools were operating on \$21.66 and the county schools on \$21.54, a difference of only 12 cents and both more than \$7 per pupil less than even the county average in 1929-30. The 43-percent decrease of per pupil costs in North Carolina reflects a situation in which the depression evidently forced State equalization to a cost level below the county average in 1929-30. The estimated State average for 1935-36 of \$25.95 is still \$3 less than the county average in 1929-30.

The proportion of students taking various subjects in private high schools throughout the country has evidently not changed much in the 5 years from 1927-28 to 1932-33. Increases were chiefly noted in French, German, geometry, American and world history, community civics, biology, shorthand, typewriting, and religious subjects. In the languages, tabulations just completed show that French and German are gaining and Latin and Spanish losing. In mathematics, algebra has lost but geometry and trigonometry have gained slightly. There has been a large gain in the proportion taking religious subjects.

Nation-wide statistics show that more than half of all students who enter high school become high school graduates—approximately 1,000,000 a year graduate.

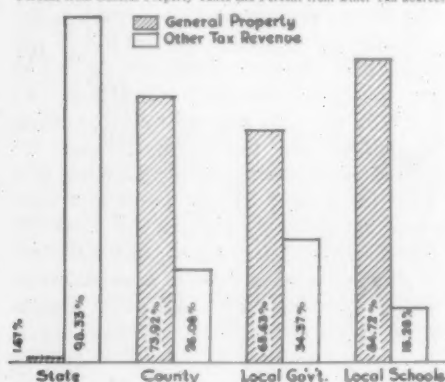
"School Dollars", research bulletin of the Wisconsin Education Association, contains some interesting statistical charts relative to the method of financing public schools in that State. Two of these charts are herewith reproduced. These

Amount and Percent of the Cost of Schools Borne by Each Unit of Government—1935



show a situation (chart I) in which the local school district carries three-fourths of the burden of supporting the schools,

Percent from General Property Taxes and Percent from Other Tax Sources



and (chart II) in which approximately 85 percent of this local burden is carried by general property taxes, which is a much greater proportion than is carried by general property taxes in the support of local, county, or State governments. This means that if anything happens to real-estate values, the schools would undoubtedly be affected more quickly and more seriously than the other units of government.

There are 3,500 county superintendents of schools and 3,130 city superintendents, in places of 2,500 population and over, employed in the public schools.

Approximately 1,018,000 teachers make up Uncle Sam's total school faculty, including both public and private institutions of learning, from kindergarten through college. One-fourth of them are men and three-fourths women.

Electrifying Education

MORE than 800 persons attended the First National Conference on Educational Broadcasting held at the Mayflower Hotel, Washington, D. C., December 10-12, 1936. The proceedings are being published as an attractive volume by the University of Chicago Press, 5750 Ellis Avenue, Chicago. An introductory price of \$2 a copy is being offered for those who send their orders to the press in advance of the date of publication.

Following are a few excerpts from addresses made at the conference:

It seems to me to be clear that such broadcasting as the Federal Government may properly engage in is of an educational nature in order that the workings and scope of the various Federal agencies may be made plain and clear to our citizens for the purpose of aiding them in making intelligent criticisms and effective use of such agencies.

—HON. HAROLD L. ICKES, *Secretary, Department of the Interior.*

Within the memory of every person in this room radio has become one of the greatest purveyors of information in the world. * * * The possible uses of this new medium for education purposes have not been at all adequately explored or fully considered.

—GEORGE F. ZOOK, *President, American Council on Education.*

Education through radio will become a vital and permanent factor in the dissemination of knowledge and the development of social insight, when we do the job of educating over the air as effectively for our purposes as the commercial broadcasters do their job of entertaining.

—JOHN W. STUDEBAKER, *U. S. Commissioner of Education.*

In considering potential expansion of educators' use of radio, I assume you educators have in mind the possibilities of linking present broadcast facilities with television. This is staggering to the imagination.

—ANNING S. PRALL, *Chairman, Federal Communications Commission.*

It is our mutual task now to utilize the experience of the past in order to chart a course for the future. To be effective in this field. * * * the technique of the broadcaster and the knowledge of the educator must be combined.

—DAVID SARNOFF, *President, Radio Corporation of America.*

FOUR-STAR SCRIPTS is the title of a recent 400-page book intended to acquaint the beginning student with the form of writing required for motion pictures, the methods employed to produce the effects desired, and with the possibilities and limitations of this newest form of literary expression. The author-editor Lorraine Noble had 10 years' experience in the actual production and writing of motion pictures before assuming her present work for the American Council on Education. Copies of the text edition which contains the actual shooting scripts of *It Happened One Night*, *Lady for a Day*, *Little Women*, and *The Story of Pasteur*, may be purchased for \$1.50 each from the publisher, Doubleday, Doran & Co., Garden City, N. Y.

AN ACTIVE PROGRAM of radio and visual instruction in the San Antonio, Tex., public schools is being developed this year under the direction of Emma Gutzeit, director of radio and visual instruction. In the field of radio, a series of weekly broadcasts was developed last year in one of the senior high schools, and printed programs of national educational radio programs were distributed to other schools. The use of the motion picture is being introduced into the science classes this year. Mimeographed summaries of the films were prepared for use by teachers and pupils. A catalog of more than 2,000 films in science was compiled, more than 500 reels were checked by teachers, and the work of evaluating those films selected by the teachers has been started. Through this series of activities teachers will have available a general catalog, a series of outlines of film contents, and evaluations of individual films. The treatment of the content of the films at San Antonio is one of the most thorough reported in the country.

[Concluded on page 150]

Meeting Problems of Negro Enrollees



Howard W. Oxley, Director of CCC Camp Education, Points Out High Proportion of Negro Enrollees Participating in Education Classes

PARTICULARLY significant has been CCC educational work among Negro enrollees. Finding many of these young men retarded in their education because of inadequate opportunities in their home communities, camp advisers have attempted to remove their deficiencies and prepare them better to meet modern demands.

In a survey recently conducted by the CCC Office of Education, it was revealed that Negro enrollees have a varied educational background, reaching all the way from illiteracy to the college level. About 8 percent of them are illiterate, 53 percent are on the elementary level, 35 percent in high-school grade, and 4 percent in the college bracket.

Enrollee participation

Negro enrollees in large numbers are participating in camp classes. Of the 29,085 CCC colored enrollees, 25,940, or 89.2 percent of them, were taking part in educational work according to the report for last June. This percent of participation was 1.2 percent greater than that averaged by all enrollees.

Shortly after the Negro youth has arrived in camp, his educational adviser has a personal interview with him to recommend the course of study which fits his needs. After that, the adviser again holds interviews with him periodically to determine if the recommended course of study is meeting the young man's problems.

Fifty-two percent of the Negro enrollment of the corps last June passed through individual guidance interviews with camp advisers. At present, of the 186 advisers in Negro companies 162 are of the Negro race. It is planned to have colored advisers in all Negro companies as soon as possible. CCC Negro advisers are of a high type. All of them are college graduates; 27 percent of them



CCC Radio Class in Session.

hold the master's degree and 2 percent have the doctorate. Approximately 54 percent of them have had previous teaching experience, and 28 percent have worked in industry or business.

Removing illiteracy

One of the major functions of education in Negro camps is to remove illiteracy. Since 2,239, or 8 percent of the colored enrollees, have this deficiency, literacy training necessarily shares a large place in the camp program. Approximately 81 percent of the 2,239 illiterates are now voluntarily taking work to help remove their handicap.

About 53 percent of CCC colored members are found on the elementary school level. It can be concluded, therefore, that many thousands of them either were denied the proper school training or were unimpressed by what the school had to offer them. The following deficiencies are those which most often handicap the enrollee on the elementary level: Inability to figure, inability to speak properly, and inability to read with

ease or write a letter well enough to secure a job.

Of the 15,312 Negro enrollees on the elementary level, 11,065, or 72 percent, were taking elementary school work last June.

Learning a trade

In efforts to prepare Negro youth for employment, camp advisers are training them for those types of jobs which they will be most likely to enter. Vocational classes afford them instruction in auto mechanics, chauffeuring, cooking, table work, mess management, personal service, laundering, pressing, shoe repairing, barbering, clerical work, painting, and farming. Last June, 15,210, or 52 percent of the Negro enrollment, were taking vocational training.

On camp work projects these men acquire further vocational development. There are more than 60 major classifications of jobs to be found on CCC work projects which train the individual in specific skills. These major classifications may be further broken down into

[Concluded on page 155]

SCHOOL LIFE

VOL. XXII



NO. 5

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

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Commissioner of Education -	-	-	J. W. STUDEBAKER
Assistant Commissioner of Education -	-	-	BESS GOODYKOONTZ
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JANUARY 1937

COVER-PAGE QUOTATION

"There is no past so long as books shall live."

WITH a well-filled shelf of books the reader of today is enabled to know the past perhaps even better than the people who lived in it. Outstanding events, like mountains, need to be viewed from a distance in order that their true proportions may appear. Biographies, when well and carefully written, often render their subjects more approachable than they were in real life. Great men are frequently surrounded by a veil of mystery and are remote from the majority of their contemporaries. But through books they may become intimates in many a household.

Books are messengers of the past, not only in the biographical and historical realms but in science and other fields as well. A wise man once said that by means of books the men of the present could stand on the shoulders of their predecessors and continue the building from the place where those earlier workers had left it. The student of electricity does not have to begin where Edison did,

but rather where Edison finished, because books will give him a knowledge of the science of electricity up to the present time. His original work can rest on the foundation built in the past. This is true also of economics, sociology, and the other sciences.

As few men can possess all the books in even a very restricted field, it is the function of the public library to make available to each of its patrons all the books he needs or wants for the development of his talents and abilities. This is easily possible because public libraries nowadays are not isolated institutions serving a group of people who happen to live in the vicinity. On the contrary, they are parts of a great library system that covers the whole country and even reaches into foreign lands. Books may be interchanged as readily between libraries as between the branches of a single library system. Consequently the past may live for each inquirer through the books he can obtain in his own library, and no one can excuse his failures on the ground that he is ignorant of what has happened in the past.

SABRA W. VOUGHT, *Chief,*
Library Division, Office of Education.

REAL ACCOMPLISHMENTS

IT IS no special honor to an educator to have achieved wonderfully in a great and prosperous system of learning. One can certainly take some pride in any achievement educationally; but the real accomplishments which bring pleasant recollections to a man as he approaches the latter years of his life are those things he has done for those in greatest need where the obstacles were most unsurmountable, where his manhood, courage, effort and intelligence were strained.

"It is not altogether a question as to what is happening to the Negro when he does not get a fair chance educationally. It is what is happening to America in general and to the white man's own moral fiber and integrity when he fails the neediest of our people in the greatest benefaction which a Nation can bestow upon a growing citizen."

Thus spoke President Bruce R. Payne, of Peabody College for Teachers, in a recent national broadcast on *Negro education*.

OBEDIENCE MEANS LIBERTY

WE CANNOT progress; we cannot go forward toward law obedience until we cease our retrogression and start anew upon a plane of understanding, of sincerity, of integrity, effi-

ciency and education in the all-important field of building again what this country so sadly needs—a reverence and respect for the majesty of our laws—for obedience to the law means liberty." Thus spoke J. Edgar Hoover, of the United States Department of Justice, in a recent address in which he discussed the "True Costs of Crime."

EDUCATIONAL TRENDS

THERE is no doubt that there is a general improvement throughout the State, and country as well, in education. Services that were curtailed are gradually being restored and salary schedules are on the way back. Two studies made this fall would clearly indicate that.

"The National Association of Teachers Agencies conducted a country-wide study and the results of this study definitely prove that throughout the country as a whole improvement is marked. This study reports that teachers' salaries have taken a definite step forward and that the increase this year is approximately 10 percent. It further says that good, experienced teachers are fast becoming difficult to find. Particularly is this true in the special fields of home economics, commerce, shop work, agriculture, and art. These are the fields in which the most serious retrenchments were made and the general economic revival has caused the restoration of service in these fields. With an approaching balance in supply and demand salaries will have a tendency to rise. Not only will the personal qualifications of a teacher increase but the teaching field will constantly improve.

"In response to a questionnaire sent out by the New York State Teachers Association to all the cities of the State in regard to the voluntary contributions of teachers the following tabulations are of interest:

"Six cities did not reply to the questionnaire. Of those that did reply, 37 cities have no voluntary contributions this year.

"Three cities are paying contributions of 2½ percent.

"One city is receiving 3 percent.

"In eight cities there is a 5-percent contribution.

"In three cities there is a contribution of more than 5 percent.

"This study shows that there is a decided improvement over a year ago and in many of the cities now having small contributions it is expected by the end of the year that these will cease.

"It is to the credit of the teaching profession that teachers realized the economic

conditions that have prevailed during the past 6 years and have been willing and ready to assist in overcoming these conditions by making contributions and by rendering additional service. It can well be said that the public generally has appreciated the splendid cooperation that the teaching body has given and now that the depression is well on the way out they want to see the teachers get what is rightfully due them."

—*New York State Education Journal* for December 1936.

Wide Variety

SCHOOL LIFE has a wide variety of readers. Included among many new subscriptions recently received were those from a school library adviser, a county children's home, a family health counselor, a book publisher, a university bureau of public discussion, an aviation library, a taxpayers' association, secretary of a foreign country education council, a personnel service director, and a community development program educational director.

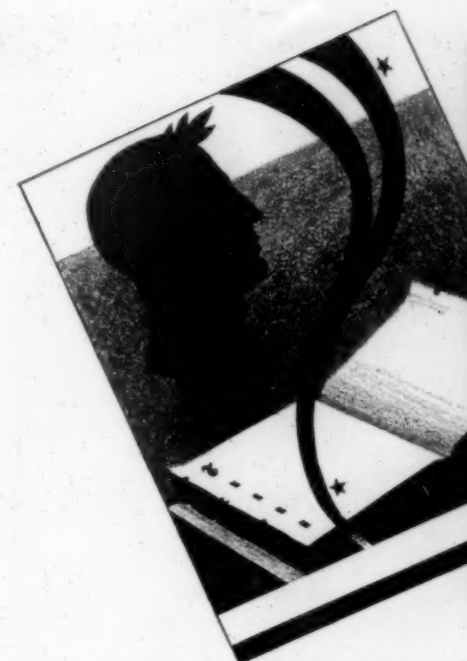
★ First National Conference

A FORMER and present United States Commissioner of Education stood on the same platform at the Mayflower Hotel in Washington and invited educators convening for a 3-day conference to subject educational broadcasting to critical dissection.

George F. Zook, the former Commissioner of Education, as president of the American Council on Education, opened the First National Conference on Educational Broadcasting on December 11. J. W. Stuebaker, United States Commissioner of Education, in one of the first addresses to the general meeting, asked educators to take radio more seriously.

The meeting was sponsored by the American Council on Education, the Federal Communications Commission, the United States Office of Education, and some 18 other cooperating national agencies.

Distinguished speakers headed by Secretary of the Interior Harold L. Ickes, who made the keynote and welcoming speech, addressed the general sessions. Secretary Ickes said that the aim of educational broadcasting should be to develop programs for old and young so as to constitute a university of the air. "In order to accomplish this", the Secretary went on to say, "it is important that those who participate in the programs should be informed persons who have the important knack of being able



THERE IS NO PAST
SO LONG AS
BOOKS SHALL LIVE

The cover design for this issue of *School Life* was drawn by Robert Civardi. The honorable mention drawings shown above were drawn (left) by Irving Sherman (right) Paul P. Kiehart. The instructor of the class was Mac Harshberger, School of Fine and Applied Arts, Pratt Institute, Brooklyn, N. Y.

to transmit their information to their audience."

Establishment of a script exchange service to aid those in need of scripts was announced by Commissioner Stuebaker. He added that the difficult problems of educational radio were giving way under an attack of two methods: (1) Thinking problems through—*research*, and (2) working them out—*experimentation*. As an example of the latter he mentioned the five coast-to-coast network programs now presented by the Educational Radio Project. In spite of the successes achieved so far, however, Dr. Stuebaker said that educators must experiment for at least another decade before attempting even to definitely define educational broadcasting.

He offered a six-goal plan for the use of radio in the service of education during the next 10 years and emphasized the importance of the establishment of short-wave stations to serve rural areas; development of radio-producing groups; and further experimentation and demonstration in educational radio.

Delegates split into seminars during the 3-day conference. The subjects considered were: *Educational Broadcasting in Other Countries*—Levering Tyson, director, National Advisory Council on Radio in Education; *Radio and the Child*—Mrs. B. F. Langworthy, president, National Congress of Parents and Teachers; *The Radio Workshop*—William D. Boutwell, Director of the Educational Radio Proj-

ect, Office of Education; *Classroom Broadcasting*—George F. Zook, president, American Council on Education; *Radio in Rural Life*—Morse Salisbury, Chief, Radio Service, Department of Agriculture; *Talks Programs*—Edward Murrow, director of radio talks, Columbia Broadcasting System; *Labor's Experience in Radio*—Spencer Miller, Jr., director, Workers Education Bureau of America.

BEN BRODINSKY

The Hope of Civilization

"BILL SCHOOLMASTER", in a current issue of the *Minnesota Journal of Education*, emphasizes that the future of our country depends—

"On the character of our people,
On our courage to stand by
right principles,
On our perseverance in the face
of discouragement,
On our ability to understand
the other fellow's situation,
On our spiritual growth,
On our willingness to make
changes for common good,
On our ability to provide ade-
quately for youth."

Do you agree with "Bill"?

Vocational Summary



Connecticut expands

REFERENCE was made in December *SCHOOL LIFE* to the fact that a large number of the young people seeking jobs through the public employment office in Connecticut during the period of a year, were untrained for any skilled occupation and that many lacked training of any kind. Further attention was directed also to the heavy burden placed upon State trade schools in providing training for the large number of persons applying for enrollment. A statement in *Connecticut Industries*, official organ of the Manufacturers' Association of Connecticut, Inc., which calls attention to the recent expansion in machine shop facilities in the Connecticut trade schools, therefore, is of interest in this connection. Under this expansion, this magazine points out, additional equipment and instructors are being provided for machine shop courses in an effort to relieve the heavy burden imposed upon them by the unprecedented increase in the number of those desiring training for trade and industrial occupations. Expansion in programs is under way at Bridgeport, New Britain, Willimantic, Hartford, and Torrington. Willimantic is the only one of these towns in which no machine course was in operation before the recent expansion was started.

Mothers point the way

Building stronger homemaking education courses by enlisting the help and suggestions of mothers is a practice which many home economics teachers are following today. With this in mind, mothers are invited to come to the school at the beginning of each new unit of instruction to talk over plans made for instruction in this unit, suggest changes they believe are desirable, and to consider what kinds of experience their daughters should get in their homes to supplement class work. The experience of one teacher in a community made up largely of thrifty Dutch housewives who were critical of the home economics program, is of interest. A committee of homemakers was asked to spend one entire day in the home economics department, auditing every class. At the end of the day they were asked for suggestions.

They gave excellent ones. Their viewpoint on the program as a whole changed by their day of observation, also, they made it their business to interpret this program to their neighbor housewives in such a way that the prejudice they formerly held over minor points and features in the instructional program was overcome. Equally important, the teacher, in turn, was brought to see more clearly the need for knowing more about actual home practices in her community.

He travels

"I have been away from the office since August 26 trying to contact as many towns and villages as possible." So writes A. E. Schoettler, supervisor of vocational education in Alaska, under date of November 2. And his letter indicates that he has succeeded in his objective. "I have traveled 3,000 miles by airplane, 1,100 miles by railroad, 180 by Coast Guard cutter, 70 by steamship, 30 by gas boat, 250 by automobile, 10 on horseback", he writes, "not to mention considerable mileage made by dog teams and rowboats. I still have 650 miles by steamship, if I can get one, to get back to Juneau. I am on my way to Cordova, which is as far as the steamship will take me. From there I hope to get to Juneau by a Government boat of some kind, as the strike has tied up all shipping." Mr. Schoettler, it should be explained, is in charge of all types of vocational education in Alaska, which makes his job a stupendous one.

On their toes

Weekly oral reports on the progress of their supervised farm projects are required of his students by G. E. Newbern, vocational agriculture instructor at Rock Falls, Ill. Each boy reports on the labor and financial record of his project and presents details with respect to the operations carried out in connection with it. Opportunity is then given for discussion or questions on the report. In addition the student is required to discuss briefly facts and data contained in a reading reference, previously assigned, which has a direct bearing on his particular project. The instructor takes time to ask questions

and to discuss with him and the other members of the class, points in his reference reading not mentioned by him to bring out factors which he believes will bear further explanation. This weekly report plan is begun early in the year after most of the boys have decided on their projects. The variety of projects selected by vocational agriculture students, precludes the possibility of monotony in the reports. "The weekly report plan", Mr. Newbern states, "keeps the boys on their toes in their project work, and provides for an exchange of ideas and plans which is invaluable to the individuals and to the class as a whole."

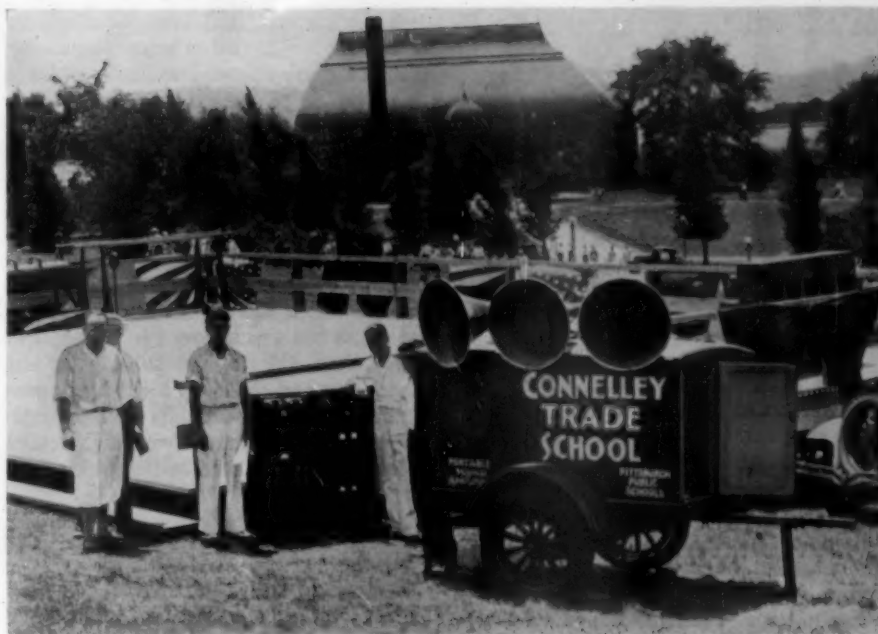
Blind placed as vendors

Plans for placing blind persons in charge of vending stands in public and other buildings as a means of making them self-supporting, as provided under a recent Federal act, have already been formulated and put into operation in a number of States. A recent survey in one State reveals that 33 blind persons are successfully operating stands under the direction of the State agency for the blind. New York, Maryland, Pennsylvania, Kentucky, Texas, Virginia, North Carolina, and other States are among those which have already established blind persons in stands, located in office buildings, factories, public buildings, and some Federal buildings. Frequently also the stands are found in State and county buildings. The administration of the act, which is vested in the United States Commissioner of Education, has been placed in charge of the vocational rehabilitation division of the Federal Office of Education. Under the law the State agency charged with the licensing of blind persons is the State commission for the blind, or where such commission does not exist, some other public agency to be designated by the United States Commissioner of Education. Such agencies have already been designated by the Commissioner of Education in several States. The Federal act provides for the cooperation of the State licensing agency and the State department of vocational rehabilitation in training, placing, and supervising blind persons. The State licensing agency is responsible for providing through loans, gifts, or otherwise,

an adequate initial stock of suitable articles to be placed on sale at the vending stands. In response to a demand from the States the Office of Education has drawn up suggested principles and procedures to be followed by the States in licensing and establishing blind persons in vending stands. These principles and procedures, which are incorporated in Miscellaneous 1849 of the Office of Education, were formulated by representatives of the Office of Education, workers for the blind from selected States, a representative of the Canadian Council for the Blind, and supervisors of vocational rehabilitation from a number of States, called into conference for the purpose by the Commissioner of Education in October. A copy of this publication may be secured by writing to the rehabilitation service of the Office of Education, Washington, D. C.

Students build amplifier

Built by the boys of Connelley Trade School, Pittsburgh, Pa., the portable sound amplifier pictured on this page of *SCHOOL LIFE* has solved the problem of broadcasting announcements, directions for carrying on programs, and addresses in connection with music festivals, pageants, track meets, and other outdoor activities of the city's public schools. This apparatus which permits even the smallest child's voice to be heard in every corner of an outdoor gathering place and which can be shifted to any point accessible to the automobile trailer on which it is mounted, has been used by scores of Pittsburgh schools. The idea for the amplifier originated with Francis J. Coyte, radio shop instructor in the Connelley School. The drawings for the project were made in the drafting department of the school, and the students in the automobile shop, the machine shop, the welding shop, the millroom, the carpentry shop, and the metal shop had a hand in the construction of the trailer. The assembling of the body, roof covering, roof horn, brackets, switchboard wiring, and the installation of the gasoline engine were done by the students of the radio shop. The painting of the equipment was done in the radio shop and the lettering of the school name and radio station call letters on the cab were put on by students from the commercial art department. The sound amplifier trailer may be drawn to the point where it is to be used, by automobile. The apparatus is always operated by students from the radio and telephone departments of the Connelley School, who are directly responsible for its maintenance and care.



Sound Amplifier Constructed by Clifford Connelley Trade School Students.

N. F. A. Camp

The New Farmers of South Carolina, State branch of the national organization of Negro farm boys studying vocational agriculture, is the first group of Negro students to own a camp. The land for this camp, 62½ acres in area, was donated by Thomas J. Cade, a Negro farmer and contractor of Orangeburg, and is situated 3½ miles from the State Agricultural and Mechanical College, where teachers of vocational agriculture are trained. The purpose of the camp is to provide recreation facilities for the more than 2,000 members of the local chapters that make up the State association of the New Farmers of America. The annual convention, the annual speaking contests, and the State championship athletic contests of the State association are held at the camp. Money to purchase material for the first buildings erected in the camp was advanced by vocational agriculture teachers, white and colored citizens of Orangeburg, and the county of Orangeburg. Labor to erect the combination mess and recreation hall, four barracks, bath house, office, and a keeper's house, and to construct 1½ miles of road from the main highway to the camp, was financed by FERA funds. The camp, which has a stream running through it, providing good swimming facilities, has been a rallying ground for various Negro gatherings. During the winter it is loaned to the local school district for school purposes. This has made it possible to consolidate two one-teacher schools and to

establish a local department of vocational agriculture for Negro boys. "Pewilburcade", the name of the camp, is made up of the first syllables of the names of Verd Peterson, State supervisor of agricultural education; W. W. Wilkins, itinerant teacher-trainer of trade and industrial education for Negroes; J. P. Burgess, itinerant teacher-trainer for agricultural education; M. F. Whittaker, president of the Agricultural and Mechanical College; and T. J. Cade, donor of the camp site.

Attendance laws summarized

State laws affecting the employment of minors as summarized by the Children's Bureau of the United States Department of Labor are incorporated in a mimeographed bulletin, *Miscellaneous 1831, State Compulsory School Attendance Standards Affecting the Employment of Minors*, recently issued by the Office of Education. This publication, which includes State regulations on this subject as of record July 1, covers laws affecting the employment of minors under 18 years of age in industrial and commercial occupations. It includes the regulations on compulsory and continuation school attendance, minimum age of employment, hours of work, employment certificates, sale of newspapers or periodicals and other street trades, hazardous occupations, and status of illegally employed minors under workmen's compensation law. †

CHARLES M. ARTHUR

A Spiral in Physical Education

[Concluded from page 131]

system; the eclectic system. All but two of these systems of medicine had, however, long disappeared before the year 1892. The physical education systems began when medicine was most prolific in systems and flourished after these latter had largely disappeared.

Systems "guaranteed" results

Each system, or modified system, or combination of systems applied from 10 to 15 minutes, for 1 to 5 days per week, was guaranteed to produce satisfactory results in counteracting the unhealthful conditions of school life, in assuring the child's physical, mental, and moral development, and in promoting school discipline.

In the larger cities, at this time, there was already a diminishing place for play, in and out of school hours. At the same time, children were becoming too well dressed for play and games were engaged in with less and less spontaneity. This applied in 1892 chiefly to cities of the first and second class.

Outside the fewer and smaller-than-now cities there were no systems of physical education, but there *was* play and plenty of it, at recess and after school.

In cities, about this time, educators became so strenuous in their endeavors that the recess periods began to fall under suspicion as not conducive to mental development. Besides, the gymnastics period was considered a satisfactory substitute for the morning and afternoon recess, once so precious a time for the school child. For these recess periods the child has to thank John Brinsley, a Puritan pedagogue and divine, who, 8 years before the Mayflower sailed, had the temerity to suggest a 15-minute respite from study in the midst of the morning session, which then began at 6 and ended at 11; and another in the afternoon session, which opened at 1 and continued until 6.

There were many who said in reproach concerning these recesses that "the schools do nothing but encourage play", a heinous thing for schools to do in those days. However, Brinsley's recommendation was generally accepted and the practice ran into an unquestioned tradition until about the year 1892 when the pedagogues were smitten with a conscientiousness regarding the mental welfare of the child that threatened to rival that of Reverend

Brinsley's critics, and many of them did their best to do away with the recess. Happily their conscientiousness did not go so far as to lengthen the school day again to the formidable proportions of Puritan times. This would have returned the teachers themselves to a 10-hour day and they were not looking for more, but for less work. One reason they wished to abolish the recess was that it was felt to be a disturber of school discipline, which the gymnastic period did not upset but was believed to strengthen. What they did do was to shorten the school day and make up for it by imposing home study on pupils and parents. The recess disappeared from high school and has suffered more or less in elementary schools.

The spiral

But where does the "spiral" come in? According to Hegel's theory, human progress proceeds as a series of spirals. Periodically we swing around to about the same point we started from, though not the same point, for presumably we have attained a higher level. While history repeats herself, in a way, things do not go on in quite the same fashion.

If we examine the course of physical education 45 years after the year mentioned, we find evidence that we have about completed a spiral and are entering upon a new cycle. There is nothing new under the sun, but the kaleidoscopic changes that have taken place are interesting and instructive. The systems of physical education which stood out so prominently in 1892 have (as systems) practically disappeared, and the fading remnant of Swedish or modified Swedish has taken on the colorless name of corrective gymnastics, or to use the current argot "correctives." Even in the home of its birth this system has been greatly modified to give it a "joy of life" savor. To this end it has borrowed strongly from the folk dances. Delsarte and calisthenics (Pratt's, Anna Morriss' and other varieties) have been spiritualized into interpretive or expressive dancing, while German gymnastics of all brands persist and always will persist in stunts. In fact, formal gymnastics of some kind are likely to survive more or less and will be valuable in proportion to the skill of the teacher.

But, the sort of physical education already as old as the hills, the games and sports which the critics of the Reverend Brinsley discouraged, have now been taken over professionally by the teachers of physical education. The commonplace, ages-old foundation stone, which

the builders of a previous cycle passed over without much observation, has become the basis of the new edifice.

Play was placed in the curriculum of childhood by the law of Nature, and it is now, by man-made laws, a part of the public schools' curricula in 37 States. Remnants of the old systems may deserve some place in these curricula, but those physical activities which have always been fundamental in the life of the child come first, and the teacher who knows how to make the most of them for the good of his pupils well deserves the name of educator.

Electrifying Education

[Concluded from page 144]

A NEW DISTRIBUTING LIBRARY of 16 and 35 mm sound and silent films has been inaugurated by the Visual Aids Extension Service, Division of General Extension, University System of Georgia, with headquarters in Room 10, 223 Walton St., NW., Atlanta, Ga. Films of this division are available for rental by schools and other educational organizations of the Southeastern States. A special club plan for circulating films at reduced costs has been devised. This distributing center is the newest and most complete in the southeastern area and fills a long-felt need for the development of the use of films in education in the South.

CLINE M. KOON

If you want to subscribe for

SCHOOL LIFE,

Official organ of the Office of Education, write the Superintendent of Documents, Government Printing Office, Washington, D. C., enclosing one dollar for one year

Educationally—Where Is He?

A YOUNG man comes from Italy to the United States and brings with him a *diploma di maturità classica*, or to put it in English, a diploma of classical maturity. It is a somewhat artistic document which states simply that it is conferred by the Minister of National Education of the Kingdom of Italy on the student, giving his name, place and date of birth, the names of his parents, and the date of the diploma. He has come to this country for some reason or other and wishes to continue his studies. Where is he in terms of education here?

The title of the diploma is suggestive; "maturità" in this connection means generally throughout Europe, mature for or ready for university studies; "classica" commonly relates to Latin and Greek. The document indicates at first glance that the holder has been prepared for university studies through training mainly in the classics, and that first impression is correct. It is a diploma of graduation from an Italian secondary school and admits to any faculty in an Italian university.

The curriculum which leads to the diploma is planned for 8 years of study divided in two periods; 5 years in a *ginnasio*, followed by 3 in a *liceo*. Admission to the *ginnasio* is by examination taken by the child usually after he has been 4 or 5 years in a primary school and is about 10 years of age. Normally a graduate of a *liceo* is 18 or 19 years old. The programs of the *ginnasio* and the *liceo* as fixed by Royal Decree of May 7, 1936, No. 762, are given in the accompanying graph. They differ from those previously in effect but not enough to invalidate this discussion. The school year is 10½ months, from September 1 to June 15. A class-hour is normally 60 minutes.

What examination shows

Cursory examination of these programs shows that a graduate has studied the Italian language and literature for all of the 8 years; Latin, 8; Greek, 5; and a modern language, 4. Those four language and literature studies are allotted 54½ percent of the total time in class-hours.

James F. Abel, Chief, Comparative Education Division, Office of Education, Presents Thought Provoking Questions for Readers to Answer

The allied subjects—religion, history, geography, philosophy with the elements of law and economics, and history of art—have about 23 percent. Nearly four-fifths, in time measure, of these programs go to languages and general cultural subjects; one-fifth is left to mathematics, natural sciences, and physical education, with 8, 7.6, and 7.6 percent, respectively.

I shall take up in turn most of these subjects and ask some questions about them.

Italian first. How much of this study is on our elementary, secondary, and college levels? The student has had an average of 5 hours a week of it during the 8 years of his training between the ages of 10 and 18 or 11 and 19. It is his mother tongue. He speaks it naturally, reads it freely, and thinks in it. In the *liceo* he studied such authors as Dante, Petrarch, Machiavelli, and Manzoni and throughout the 3 years carried with the authors the history of Italian literature, and something of this history of music. When he wishes to enter an institution in the United States, what credit shall be given him in Italian? Shall it be four high-school units? Does he know his mother tongue as well as the average high-school graduate here knows English? Or, assuming that he knows it better, how shall the extent of superiority be measured so that the semester-hours of advanced standing may be determined?

Perhaps it is advisable to lay aside the mother-tongue comparison and look into high-school and university regulations to see what credit is given our students for foreign languages, and then compare the knowledge of Italian that an American student may acquire in either high school or college, or both, with the Italian student's knowledge of Italian. A boy in the United States who studies the Italian language 2 years in a high school and passes the examinations in it is given two

high-school credits toward college entrance. More than that, if he has never studied Italian and has credits enough otherwise, he may enter a college or university and while there take a beginner's course in Italian and be allowed college credit for it. Approaching the matter from this angle is more advantageous for the Italian; the comparison is greatly in his favor.

Latin next. Here again are 8 years of study with an average of something more than 5 hours weekly. In the *liceo* Virgil, Livy, Horace, Tacitus, and Cicero are taught along with the history of Latin literature. An Italian student finds Latin comparatively easy; his mother tongue is derived from it and is much like it. What credit shall be given for this Latin? Is any of it on our elementary school levels and, if so, how much of it? Certainly here are more than four high-school credits in Latin.

Turn to the Greek, begun when he is some 14 years of age by the Italian student and continued for 5 years but with an average of about 3½ hours a week. A young man in the United States may take Greek in high school or college and in either case there will be no great difference in the amount or quality of the instruction. Certainly the Italian student is entitled to 2 high-school credits in Greek, and—how much advanced standing?

A modern language. Here is another considerable difficulty. Since this student came to the United States, we will assume that he chose English for his modern language when he was in the secondary schools in Italy. Between the ages of 12 and 16 he had 4 years of it with fewer than 5 hours a week. Shall that English be counted as we count high-school Spanish, French, or Italian? If so, is there any assurance that the student knows English well enough to profit by university courses in which it is the language of instruction?

SUBJECTS OF STUDY	GINNASIO 5 years					LICEO 3 years		
	I	II	III	IV	V	I	II	III
RELIGION	1	1	1	1	1	1	1	1
ITALIAN	7	6	6	5	5	4	4	3
LATIN	7	7	7	5	5	4	4	3
GREEK				4	4	4	3	3
A MODERN LANGUAGE		3	4	4	4			
HISTORY AND GEOGRAPHY	4	5	4	5	3			
MATHEMATICS	2	2	2	2	2	3	2	2
HISTORY						3	3	3
PHILOSOPHY, AND ELEMENTS OF LAW AND ECONOMICS						3	3	3
PHYSICS							2	3
CHEMISTRY, NATURAL SCIENCES AND GEOGRAPHY						4	3	2
HISTORY OF ART						1	1	2
PHYSICAL EDUCATION	2	2	2	2	2	2	2	2
TOTAL HOURS A WEEK	25	26	26	26	26	29	28	27

Mathematics and science. Many educators in the United States would consider them the weak side of this scheme of training. To be sure, mathematics is given only 2 hours weekly, except in the first year of the *liceo* where it is 3, but it runs through the entire 8 years. Algebra, geometry, and trigonometry are not set apart as separate half-year or one-year courses; they are carried along together. Geometry is taught with arithmetic in the first 3 years of the *ginnasio* and continued with algebra in the following 5 years. Trigonometry becomes a somewhat distinct subject in the final year. Without much question, this training is entitled to 2½ high-school credits in mathematics.

The physics course is plainly on high-school levels and about equal in amount to the instruction given here.

The "chemistry, natural sciences, and geography" required in the *liceo* include botany, zoology, human anatomy and physiology, and hygiene in the first year; vegetable anatomy and physiology, and chemistry and mineralogy in the second; and physical and anthropological geography, and geology in the third. The array of subject matter is imposing. How much stronger, if any, is this survey of natural sciences than the general science courses given in high schools in the United States?

The history, combined with geography in the *ginnasio* and taught as a separate subject in the *liceo*, is preponderantly Roman and Italian. Other European countries and the Near East are brought in only as they have a bearing on the history of Italy. Shall history be credited when it is taught from a rather strictly nationalistic point of view?

Philosophy strong

Then there is the stranger in our midst, philosophy, 3 years of it. The outlines of the course indicate that it is strong. Readings from no fewer than three dozen authors covering the centuries from Plato to Gentile are included in it. Does this entitle the young Italian to high-school or college credit?

The history of art begins with the Greek and Etruscan and comes through to the eighteenth century. Here is at least a high-school credit.

I ask my readers the several questions embodied in this article because similar questions bob up daily, almost hourly, in

the Division of Comparative Education. Replies to any or all of these questions will be acceptable and will be very carefully considered. They may be addressed to the United States Office of Education, Washington, D. C.

To any objection that the questions deal with matters of detail that should be decided according to the individual case—and that is the way they are decided—I reply with the broad and important query, "Is this training for life and incidentally for university study any better than the training given in the United States for similar purposes?" and ask your answer to that.

New Government Aids

[Concluded from page 137]

Studies on School Children—Part I, No. 41; Directory of State and Insular Health Authorities, 1936, with data as to appropriations and publications, No. 43; Health Officers in Cities of 10,000 or More Population, 1936, No. 46; Audiometric Studies on School Children—Part II, No. 47; and Evaluation of Health Services, No. 48.

And Are You Not a Consumer?

Consumers' Guide, a biweekly publication issued by the Consumers' Counsel of the Agricultural Adjustment Administration in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statis-

tics, makes public official data of these departments and presents governmental and nongovernmental measures looking toward the advancement of consumers' interests. On the Trail of Vitamin Values, When the Government Shops, Forecasting Farm Crops, Science at Consumers' Service, and A Record of Work Done by State Experiment Stations in Cooperation with the Department of Agriculture and State Agricultural Colleges are the titles of a few of the articles appearing in the most recent issues of this periodical. Copies may be had free upon application to the Consumers' Counsel, Agricultural Adjustment Administration, Washington.

MARGARET F. RYAN

State University Branch Systems

A SIGNIFICANT development in State control of higher education is the substitution of a single State university with branches or affiliated colleges in place of separated and independent institutions.

The plan is designed chiefly to combine the different institutions of higher education of a State into a united university in order to eliminate duplication of expenditures and overlapping of academic programs among them. It has primarily the same purpose as the scheme of establishing unified or single governing boards to control the institutions. The principal difference, however, is that some sort of actual consolidation or affiliation of the institutions is effected by which they become integral parts of the State university.

At present only a limited number of States have adopted the plan in full. This has been due largely to the fact that institutions in most States have been separately chartered, and adhere naturally to their independent status. Among the States which have established a single State university or State university system are Georgia, Montana, and North Carolina.

The adoption of the plan in Georgia is of recent origin. In 1931, all the institutions of higher education maintained by the State other than the State university were made branches of the State university and the entire organization was named the University System of Georgia. Since the plan's inception in Georgia, the number of branches has been reduced from 25 to 17.

In Montana, the State's six institutions were made component units of a legal entity designated as the University of Montana in 1913. In this instance the State university, itself, was included as one of the units of the university system and placed on the same footing as the State's agricultural and mechanic arts college, the school of mines, and the normal schools.

The plan in North Carolina has likewise been in effect for only a short time. In 1931 the State's three principal institutions were consolidated or merged into a single central State university. The plan provided that the State's university

John H. McNeely, Specialist in Higher Education, Describes Recent Development to Establish Single State University With Branches or Affiliated Colleges

proper, the agricultural and mechanic arts college, and the women's college should become parts or branches of a combined institution known as the State University of North Carolina.

In other States

In a number of other States, the plan has been adopted on a partial basis. While allowing the existing institutions to maintain their independent status, the policy has been adopted in these States of making newly established institutions branches of the university. Such States are California, Missouri, Texas, and Virginia.

The branch of the State university in California is probably the largest in the country. This branch was established at Los Angeles in 1919 in response to a demand of the more populous southern section of California for a State institution of higher education. Instead of establishing a separate institution, a branch known as the University of California in Los Angeles was created as an integral and component part of the main State university.

The branches of the State universities in Missouri and Texas are schools of mines and metallurgy. In the case of Texas, the State's constitution and statutes provide that the agricultural and mechanic arts college and also the Negro college shall be branches of the State university, but these institutions have maintained an essentially separate existence for many years. The branch of the State university in Virginia is a proposed women's college which has not yet been established, although authorized by law in 1930. In the law it was specified that the branch must be located at a point more than 30 miles from the university.

Junior college branches

In addition, there are several States which have established junior college

branches of their State universities. These branches were created mostly for the purpose of saving students the expense of leaving home in taking the first 2 years of university work. The courses in the branch junior colleges duplicate those given at the main university and the students receive the same credits. The States having State universities with branch junior colleges are Idaho, Louisiana, Maryland, Tennessee, and West Virginia. The branch of the State university in Maryland is a Negro college offering agricultural and mechanic arts education to the Negroes of the State.

One of the interesting phases of the development of State university branches is that it coincides largely with the viewpoint of our forefathers in many States at the time when the State universities were first established. An examination of the former legal provisions of State and territorial governments shows that the original idea was to have a single central State university with branches. Evidently, these early statesmen foresaw the possibility of the establishment of new State institutions in the future which might compete with each other and offer duplicating or overlapping programs of work. It was their intention apparently to avert this situation through a plan of a single State university with branch colleges rather than separated and independent institutions.

Alabama was among the first States which advanced the idea of establishing branches of the State university. A law enacted by the Alabama Legislature in 1821 stipulated that the female seminary proposed to be established at that time should be a branch of the State university. Similarly, the State constitution adopted in 1868 provided that the legislature upon establishing an agricultural college might, if it saw fit, make the institution a branch of the State university.

A statute was likewise enacted by the Arkansas Legislature in 1877 authorizing

the State university to establish a branch normal school in the southern part of the State. The constitution of Georgia adopted in 1877 also indirectly provided that all State colleges should be branches of the State university. Under the terms of one of its provisions, the legislature was prohibited from making appropriations of public funds to any institutions of higher learning except the State university.

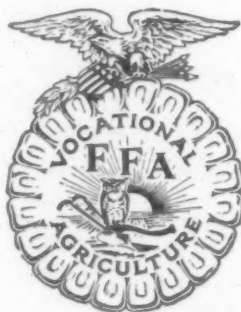
Early provisions

The early legal provisions of several other States provided for branches of the State university. In some instances, these provisions have not been repealed and are still in force. The constitution of Wisconsin provided that branch colleges of the State university be established throughout the State by law from time to time as the educational interests of the State require. The statutes of Michigan go into considerable detail with respect to the type and functions of branches of the State university authorized to be established. Under the statutes the State university must provide instruction for women and include a department of agriculture at each of the branches. Provision is made indirectly by the Illinois statutes for the board of trustees of the State university to establish branches in the several congressional districts of the State.

A further variation of the idea of a central State university is the plan by which the privately controlled institutions of the State become affiliated colleges of the State university. Five States—California, Louisiana, Minnesota, North Dakota, and Oklahoma—have enacted laws that are still on the statute books providing for this plan. The laws empower the governing boards of the State universities to arrange with incorporated institutions in the State to become affiliated colleges of the university.

Under the arrangement the affiliated colleges continue to retain their board of trustees, president and faculty, but their educational programs must comply largely with certain standards of the State university. In two of the States, California and Louisiana, graduates of the affiliated colleges may receive their degree from the State university after being recommended by the faculty. The affiliated colleges, according to the laws of the three other States, are designated as branches of the State university after the affiliation and are subject to visitation by the university's governing board.

The well-known university system of New York follows to a great extent this plan of affiliated colleges. Although New York has no State university, an organization known as the University of the State of New York has been in existence since 1784. The university includes all incorporated universities and colleges in the State regardless of whether they are publicly or privately controlled. From a legal standpoint these institutions are members rather than branches of the University of the State of New York. The system, therefore, is an organization of more or less affiliated institutions.



F. F. A. News Bulletin

OF NATIONAL INTEREST.

Three thousand entry blanks for the 1937 national chapter contest were forwarded to State advisers for distribution December 1. They are due in the national F. F. A. office January 15.

Three State bands for the 1937 convention have already been secured. The applications from Utah, Missouri, and Texas have been accepted to date.

Bill Shaffer, past national president, while assisting with the preparation of the 1936 convention proceedings spent the week of November 30 in Washington, D. C.

The annual theme of the 1937 series of National F. F. A. radio programs is "The Farm Home."

Attractive samples of dishes with the F. F. A. emblem thereon have been submitted to national office. These dishes are decorated in blue and gold. They will be especially fine for chapter banquets and "feeds."

TEXAS.

Estimated attendance of Future Farmers on F. F. A. Day at the Texas Centennial at Dallas, November 7, was about 2,500. Members of the organization wore official buttons and badges. A parade led by the F. F. A. band was formed.

The group carried a large American flag, Texas flag, and F. F. A. flag. The delegation was headed by a police escort. A 15-minute program, including a speech by Joe Roper, president of the Texas Association of F. F. A., and music by the Hillbilly Bands from Omaha, White-wright, and Seagoville, was broadcast over KRLD.

TENNESSEE.

Twenty-five beef calves have been purchased by the Blue Grass chapter of Davidson County Central High School. The boys started buying these calves about November 1. Fifteen were placed at that time and about 10 more were added during December. The price paid for the first bunch of feeders ranged from 5 cents to 6½ cents. Some of the calves will be sold off grass next fall; others showing exceptional feeding quality will be carried over for show purposes.

GEORGIA.

The second carload of young brood mares has been received by the Fairburn chapter. The animals are to be used to improve the work stock in the county. This project was undertaken by the chapter as the result of a survey made several months ago which revealed a lack of suitable stock available.

CALIFORNIA.

The Patterson chapter is cooperating with the local Sportsman's Club in raising pheasants to stock the locality.

IDAHO.

An agricultural plot operated by the Buhl chapter netted an income of \$80 this fall. The money goes into the chapter "thrift fund" to help finance other worthwhile chapter activities.

MONTANA.

One hundred fat lambs were exhibited by members in the F. F. A. division of the Montana Wool Growers fat lamb show held in Billings, January 4-5-6. Chapters exhibiting included Belgrade, Big Timber, Billings, Bozeman, and Harlowtown.

OHIO.

The Alexandria chapter reports 100 percent of the vocational agricultural boys as members of the F. F. A. and that 100 percent of the members have manuals; project markers and degree pins. Paul Pulse is the chapter adviser.

W. A. Ross

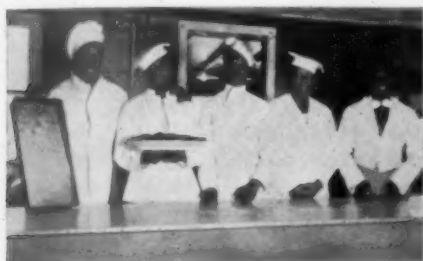
Meeting Problems of Negro Enrollees

[Concluded from page 145]

more than 300 trades for training purposes. Enrollees get a chance to try their skill, under competent supervision, on such jobs as masonry, carpentry, nursery work, forestry, terracing, surveying, road construction, truck driving, tractor operation, and so on.

Camp Breeze Hill

One of the best organized educational programs for Negro enrollees to be found in the country is that of Breeze Hill Camp, near Middletown, N. Y. Here six companies of young men from Harlem have been located on a flood-control project.



CCC Cooking Class.

The six companies have joined their educational forces and have four large buildings devoted exclusively to instructional work. Advisers of the six companies have integrated their activities into a single but comprehensive program in which the enrollees from every company may participate. S. C. Coleman, as the senior adviser, acts as the coordinator of the educational set-up, and each of the other five advisers heads up a particular division such as academic training, music and radio work, visual education and dramatics, and physical training.

The camp has a library of more than 2,500 books and a theater building. Groups of enrollees broadcast periodically from a nearby station.

Adviser Coleman writes that he and his fellow instructors "are making a concentrated effort to correctly interpret the present day occupational trends and employment problems to the enrollees."

Character building

The development of character and citizenship is, of course, properly stressed in each of the colored companies. Army chaplains speak to the men regularly on subjects of spiritual significance. Lectures on special topics by competent speakers are also given from time to time.

Last June, 862 lectures were delivered in Negro companies.

Good citizenship is taught through discussion groups, debating clubs, honor societies, camp publications, and other enrollee organizations. Constructive use of leisure time is fostered through organized recreational activities. Among the Negro camps last June, there were 164

arts and crafts groups, 393 music organizations, 94 dramatic clubs, and 120 newspapers.

By means of a well-rounded program of academic, vocational, and citizenship training and experience, each of the 186 CCC Negro companies is attempting to do its part in developing a more self-sustaining, self-reliant, and intelligent Negro youth.

Vocational Education Survey for Negroes

THE SURVEY of Vocational Education and Guidance of Negroes which has been conducted by the Office of Education during the past few months is now coming to a close. Information has been gathered from approximately 200 communities in 34 States. Included among other sources from which data have thus far been received are approximately 400 high schools, 50 colleges, 100 evening and proprietary schools, 1,000 vocational education teachers, 27,000 high-school students, and 20,000 persons who had attended or graduated from high school.

Qualified staff

These data were collected by a qualified staff of relief workers, 35 percent of whom held the bachelor's degree, and 50 percent of whom had from 1 to 4 years of college education. Twelve workers held the master's degree. All the 38 nonrelief workers had university training, with 6 holding the doctor's degree or its equivalent.

Some of the types of experiences of the workers and the number of persons involved in each type, follow:

Teaching.....	170
Social work.....	40
Tabulating and statistical work.....	115
Stenography and typing.....	85
Filing.....	213
Miscellaneous research work.....	246

Other vocations followed by three or more persons include: Ministry, medicine, law, nursing, librarianship, insurance, and recreational work.

Employment given

The survey has given from 3 to 12 months' employment to approximately 550 persons and has indirectly aided 1,100 others who were dependent upon these workers for all or part of their support. Many of those who were unemployed

have been successful in securing good positions upon their release from the survey, and several others have been promoted to more responsible positions or have received increases in salaries.

Report to be published

Tabulations of the data will be consolidated in the Office of Education, where the analyses and interpretations will be made during the next few months. It is the plan to issue preliminary reports on certain phases of the survey from time to time, and to publish the final printed report during the next school year.

Among special features of the survey is a study of opportunities for medical education and its allied fields, and a study of vocational education under the Smith-Hughes Act during the past 7 years.

It is hoped that a follow-up program to make the findings of the survey effective in the operation of the schools and in the life of Negroes will be formulated, which will include cooperation with other interested agencies and groups.

AMBROSE CALIVER

New State Superintendents

THREE new State superintendents of public instruction have taken office since issuance of the 1936 Educational Directory of the Office of Education. They are:

Florida: J. Corlin English.
Oklahoma: A. L. Crable.
Washington: Stanley F. Atwood.

Educational News



In Public Schools

THE TEACHERS IN NEWTON, MASS., should be able to decide whether they are superior teachers if they check themselves carefully with the standards set forth in *The Superior Teacher*, a handbook for the teachers of Newton.

THE MINNESOTA STATE DEPARTMENT of Education has issued a study presenting data relative to the number and percentage of the June 1935 high-school graduates who in June 1936 were (1) continuing their education, (2) engaged in an occupation, (3) unemployed. It is shown that 35.8 percent were continuing their education; 45.4 percent were employed; and 10.5 percent were unemployed. Most of the remainder were unaccounted for. This is the fourth of a series of studies of high-school graduates prepared by the Statistical Bureau of the Minnesota State Department of Education.

A HIGH-SCHOOL STUDENT PANEL WAS featured at a secondary education conference program recently held in Harrisburg, Pa., under the direction of the Pennsylvania Department of Public Instruction and the National Department of Secondary School Principals. Six students from as many different high schools discussed the topic, How can our Secondary Schools be Improved? A citizens' panel also discussed the same topic.

Selected problems reported on included high-school commencement programs, promotions, failures and drop-outs, school and community relations, extension of education for older youth, follow-up studies of high-school graduates, teacher qualifications and salaries, and educational adjustments in secondary schools for pupils of high native ability.

NINETY-SEVEN PERCENT OF ALL PUPILS in grades 3 through 6 in Indianapolis,

Ind., are renting their books; and in grades 7 and 8 of the junior high school 99 percent of the pupils rent their books, according to the Public School News of that city. Under the rental plan, it is explained, pupils pay 75 cents a semester for the use of the books. Each pupil will have a personal copy of the books which are in constant use, and he shares with other students the books which are used only 1 or 2 days a week.



New tower for "Old Miami." A dormitory at Miami University, Oxford, Ohio, recently completed with an allotment of \$41,900 from the Public Works Administration. Second oldest Ohio college, Miami is the home of the famous McGuffey readers.

APPLICANTS FOR TEACHING POSITIONS in the schools of New Castle, Pa., may be eliminated on any one of three counts: (1) Those who have an I. Q. of less than 95. A standard intelligence test to be given to applicants by an examiner selected by the superintendent. The I. Q. reported by the institution attended by the applicant may be accepted. (2) Those who do not have a practice teaching rating of "middle" or higher. (3) A. Applicants for elementary positions who have not completed 2 years of the authorized 4-year curriculum for the preparation of elementary teachers. Grad-

uates of liberal arts colleges who have not completed 1 year of the authorized 4-year curriculum for the preparation of elementary teachers. B. Applicants for high-school positions who have not completed a 4-year curriculum in an approved institution of college grade, with a degree from the same.

A UNIQUE PLAN FOR DRAMATIZING selections from literature has been developed by one of the English teachers of the Lincoln Junior High School, Logansport, Ind., writes Laban J. Fisher, principal of that school. One of the more progressive classes planned, constructed, and equipped a small stage. This stage is 24 by 34 inches long, and is placed in one corner of the classroom. Lighting is produced from above and below by the use of Christmas tree lights. Scenery is produced by those of the classes who are artistically inclined. The nature of such scenery depends upon the production given. The stage lends itself to productions by puppets, shadow pictures, and wooden "cut-out" figures. All background for the different scenes is given by some one reading the selection. Such selections as Legend of Sleepy Hollow, Evangeline, and Great Stone Face have appeared. Some classes working as individuals have presented book reviews upon this stage.

ROCHESTER PUBLIC SCHOOLS BUDGET is an attractively illustrated publication issued by the board of education of Rochester, N. Y. A brief description is given of the School City followed by Principal Facts About the 1937 Budget.

THE KANSAS CITY (Mo.) JUNIOR COLLEGE was established in 1915 and has been in operation 21 years. In that length of time 3,236 have been graduated. At the present time, Junior College has an enrollment of about 1,200. It offers an opportunity for the boys and girls of Kansas City to secure the first 2 years of college work.

W. S. DEFFENBAUGH



In Colleges

PRINCETON UNIVERSITY, through its school of public affairs, is sponsoring a new quarterly magazine, *The Public Opinion Quarterly*, devoted to the exchange of information and the analysis of problems connected with public opinion. The *Quarterly* will cover current developments, experience, and thought in all fields where public opinion is a matter of serious concern: academic, governmental, business organized groups generally, promotion, and communications. Each issue will contain four sections devoted respectively to leading articles, special departments, book reviews, and bibliography. The first issue appeared December 15.

OHIO STATE UNIVERSITY is providing an addition to its stadium dormitory to accommodate 140 more men students. The new construction project made possible through a grant of WPA funds will be started in January and ready for occupancy in the fall. The university cooperative dormitory system, now in its fourth year, will have facilities for 325 men and the Alumnae Cooperative House provides for 32 girls.

MASSACHUSETTS STATE COLLEGE has made the statement that "as far as the employment of college graduates is concerned, the depression is definitely over." Of the men in last year's graduating class, 86 percent have found definite employment or are continuing with graduate study; at the same time a year ago only 67 percent were so placed. Occupations in which last June graduates have entered include graduate work and assistantships or teaching fellowships.

UNIVERSITY OF TEXAS students serve as voluntary officials in many Austin churches. Among the active church workers are pastors, deacons, Sunday-school teachers, leaders in young people's work, custodians, soloists, members of choirs, and janitors.

MASSACHUSETTS STATE COLLEGE has questioned her freshman students concerning their favorite recreations. It was found that three-fourths of the first year students list *reading* as their favorite recreation. Dancing is mentioned by half of the class for second place. Other

popular recreations which interest a third or more of the students are movies, tennis, boating, and motoring. Of the 53 different recreations reported those mentioned least frequently are boxing, billiards, snowshoeing, dramatics, magic, and tumbling.

UNIVERSITY OF WISCONSIN's Journalism Department has placed 26 of its last June graduates on jobs with Wisconsin newspapers, advertising agencies, publicity departments, and out-of-State publications. Of the 1936 graduates 16, including 7 women, are now employed on 13 papers in Wisconsin, while the others are working in other journalistic or advertising work.

PARK COLLEGE (Missouri), a liberal arts institution, is providing for its students an educational program intended to be liberal in spirit, progressive in organization, and adapted to the needs and interests of students today. Three changes in its program are mentioned: Personnel counseling of freshmen this year is in the hands of 10 members of the teaching staff who expressed a definite interest in personnel work in education and the dean of the college who serves as personnel director. Honors work was inaugurated in 1927, and since that time 66 students approved for honors work have completed requirements for the bachelor's degree at the college; of these 36 have entered graduate or professional schools in which 22 have been granted scholarships or fellowships; 15 have earned A. M. degrees, 7 Ph. D. degrees, and 2 M. D. degrees. Comprehensive examinations were introduced in 1930. Seniors are each given a 4-hour written examination, followed by an oral examination in his major field of work. Analysis of these examinations indicates a definite improvement in the intellectual work of the students.

UNIVERSITY OF IOWA has registered the greatest number of graduate students this year in the history of the graduate college. The total, including summer-session and first-semester registrants, is 3,734, an increase of 328 over the previous year. Of these students 3,237 were listed as campus students; 2,190 were men and 1,544 were women.

UNIVERSITY OF ARIZONA will soon consider the matter of a request made by high-school principals that entrance re-

quirements be made less rigid in the mathematics and language fields. The three institutions of higher learning in Arizona, the high-school principal's association, and the principals of the State's two junior colleges will independently present their determinations next May at the meeting of the Arizona Education Association.

PENNSYLVANIA STATE COLLEGE is probably the first institution of higher education in the country to offer a course in telescope making to its undergraduate students. The course is in charge of Dr. Henry L. Yeagley, assistant professor of physics.

BIRMINGHAM-SOUTHERN COLLEGE (ALA.) will add to its curriculum, beginning with the second semester, a course in the principles of photography. The most up-to-date equipment has been installed for the course which is entitled "X-rays and Photography." Photography has undergone so many improvements in recent years that many regard it as a delicate art rather than a craft.

UNIVERSITY OF KANSAS has organized and supervised three of the Freshman Colleges in Kansas for the current year, one each at Leavenworth, Olathe, and Horton. Plans are being made for the organization of additional colleges in several towns. These institutions have made an excellent record and many of the former students are now enrolled in residence in colleges and universities. Reports indicate that these students are going on with subjects begun last year and are doing work on a par with other resident students. Through these Freshman Colleges unemployed high-school graduates who are not in school have an opportunity to continue their education and to earn college credits that may be applied toward a degree.

HARVARD UNIVERSITY has accepted 65 freshmen from The Eight-Year Progressive Experimental Group of 30 schools. These schools sent their first students to college last fall to be entered in the class of 1940. "Progressive Education, welded into an organization some 20 years ago by teachers who objected to the rigidity of the curriculum, a regimented procedure for children, and their lack of contact with 'life situations', has changed the whole tone of the American elementary school. No longer a gospel of protest, its fundamental principles have become a part of

all good teaching, from the kindergarten through the seventh grade. * * * When Stanwood Cobb had inspired Eugene Smith with the ideas of John Dewey, the Progressive Movement began. * * * In the high-school or secondary stages the incorporation of these ideas was not so easy * * * but by modifications in the character of college examinations, by the aid of standardized tests, cumulative records, and individual programs the atmosphere is clearing" (Alumni Bulletin). Records of the accepted freshmen will be checked periodically by an expert from the central committee of the institutions. College board examinations presented by these candidates indicated a high percentage of success.

OREGON'S SIX INSTITUTIONS of higher learning have contributed to the trained leadership of the State more than 55,000 alumni during the periods of their history, 19,781 of whom are graduates of the several institutions; according to a summary released by the division of information of the State system of higher education.

Of the more than 80,665 students who have at some time been enrolled in one of the State-owned institutions, 55,013 are still residents of Oregon. This means that 1 out of every 18 people living in Oregon today has attended a State higher educational institution. Of the total number, 29,757 are graduates of the schools, while 50,908 more have been in attendance. Oldest among the schools in the State system is Oregon State College, which was founded in 1868, with the first graduating class in 1870. The newest among the six institutions is the La Grande school, established by the 1925 legislature, with the first class entering in 1929.

PLANS TO BUILD a complete outdoor athletic plant at Rutgers, valued at approximately one million dollars, were completed when State WPA authorities announced that they had approved the university's request for a Federal appropriation of \$413,841 to construct a concrete stadium with a seating capacity of 23,000 persons. Rutgers, as sponsor of the project, will contribute \$107,530, funds which have been donated by alumni and friends of the university.

Construction of the stadium would complete the project under way on the River Road campus. For this initial project Rutgers contributed \$98,000 and the Federal Government gave \$225,531.

This project is approximately 75 percent completed.

SIXTEEN UNIVERSITIES of the West were represented last month along with Government officials and businessmen in the Fourteenth Institute of World Affairs at Riverside, Calif., of which Dr. Rufus B. von KleinSmid is president and chancellor. Discussion covered current international problems affecting the future of Europe and brought about by affairs in Italy, Russia, Germany, and the Far East, together with subjects of class conflict, peace neutrality, and world economics.

THE COLORADO-WYOMING ACADEMY OF SCIENCE recently held its tenth annual convention at the University of Denver, with some 500 men and women of the 11 colleges of the Rocky Mountain Region in attendance. Among the topics discussed were Chemical Basis of Cancer, Pipes and Conversation, and Gauging the Capacity of American Families to Consume.

DIESEL ENGINE SCHOOLS of 3 weeks' duration will begin February 1 in eight land-grant colleges and universities: Illinois, Iowa State, Michigan State, Minnesota, Nebraska, Ohio State, Purdue, and Wisconsin. Manufacturers of Diesels co-operating in the plan will send engines and parts to the schools, and their engineers will aid in the instruction.

WALTER J. GREENLEAF



In Educational Research

HERSCHEL T. MANUEL, research director for the Texas Commission on Coordination in Education, has issued a report on the 1935 College Testing Program which has been carried on by the Commission in Texas. Forty-one colleges co-operated in administering the American Council on Education Psychological Examination and 36 colleges cooperated in administering the Cooperative English Test to their freshmen students. The report shows the great variations occurring in scores both between schools and individuals within schools. Light is certainly thrown on the task of college education by these test results. The tasks of college guidance and instruction are shown to be immense ones.

A STUDY OF THE INFLUENCE of campus agencies on the increase in social-mindedness of college freshmen called *The Campus and Social Ideals*, has been reported upon by Harold S. Tuttle. The study of the growth of a social trait is an ambitious one. It is, however, an important one and is well worth considerable effort. The measurement of social-mindedness as well as other social traits or attitudes is called a preliminary piece of work in this study. It seems to the writer that this is the most important part of the study. The measurement of social-mindedness as well as other social traits or attitudes is difficult. Tuttle believes that he has a "concealed" test of the trait of social-mindedness. This test should be used more extensively in controlled situations to establish more definitely whether or not it is a concealed test of social-mindedness. In the first place the concept of social-mindedness requires consideration. There may be differences of opinion regarding the meaning of the trait. Second, the claim that the test is a "concealed" one is based on rather inadequate evidence. The production of a real concealed test of any attitude is, in our opinion, unrealized as yet. Tuttle's approach, however, gives promise, and his convictions should bear weight in the research on this subject.

THE JOHNS HOPKINS UNIVERSITY STUDIES IN EDUCATION No. 23 reports on an experimental study of the problem of reducing the variability of supervisors' judgments, by Sister M. Xavier Higgins. This shows some methods which will reduce the variability of supervisors' judgment. This is an important finding because heretofore there has been little or no agreement on the ratings of teachers' performance by supervisors. This is true despite the use in some school systems of teacher efficiency ratings and the general assumption among school people that supervisors' judgments had considerable validity.

The lack of agreement among supervisors, while indicating a lack of supervisory rating validity in general, does not, of course, mean that all supervisors cannot rate teaching efficiency. Some supervisors undoubtedly can, but it is almost impossible at present to separate supervisors who can rate teaching efficiency well and supervisors who cannot rate teaching efficiency well.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

EIGHT MORE UNITS of the National Youth Administration's recently instituted program of educational camps for unemployed women have been added to the seven units already in operation, according to Richard R. Brown, Deputy Executive Director of NYA.

The NYA camp program allows for a maximum of 50 camps accommodating approximately 5,000 young women for terms of between 3 and 4 months each. The campers have the status of NYA project employees and work out their subsistence plus \$5 monthly in cash for personal needs.

Transcription of books into braille, the making of historical highway markers, recreation and playground equipment, the making and repairing of toys, and work in the nurseries of the Forest Service are typical projects carried on in the camps in addition to the housekeeping and maintenance work about the camp.

English, domestic science, hygiene and public health, and simple economics constitute the educational program, which is carried on mostly in discussion groups.

Public Works Administration

PWA FUNDS FOR CONSTRUCTION of new school buildings have been approved within the past month as follows, according to Harold L. Ickes, Secretary of the Interior and Administrator of Public Works:

Alabama: Jefferson County, \$36,450; Lanett, \$19,170.
Arkansas: Little Rock, \$37,458.
California: Bakersfield, \$13,015; Pala, \$6,525.
Colorado: Derby, \$4,698.
Florida: De Leon Springs, \$26,365.
Georgia: Sale City, \$14,400; Winder, \$18,182.
Idaho: Mink Creek, \$15,300; Weiser, \$18,000.
Illinois: Bushnell, \$22,909; Chicago, \$2,351,454.
Kentucky: Bridgeport, \$18,060; Cynthiana, \$14,727.
Louisiana: Kelly, \$20,000.
Michigan: Middleville, \$11,522.
Minnesota: Moorhead, \$122,715; New Canada Township, \$10,145.
Montana: Gifford, \$16,838; Ismay, \$38,182.
Oregon: Waldport, \$19,665.
Pennsylvania: Evans City, \$49,090; Lincoln Township, \$19,134; Middle Smithville Township, \$38,182.
Tennessee: Madisonville, \$34,545; Pulaski, \$49,500.
Virginia: Bassett, \$27,000; Emporia, \$17,100; Lee County, \$57,600; Powhatan, \$15,750.
Washington: Fairfield, \$38,700; Grandview, \$36,000.
Wisconsin: Chippewa Falls, \$38,500.
Hawaii: Honolulu, \$10,305.

Office of Indian Affairs

TWELVE HUNDRED TEACHERS are now enrolled in the Indian Service which maintains schools in 22 States. About 1,500 of the more than 6,000 teachers who took the last civil-service examination for community school positions were chosen for the new register from which vacancies and new positions will be filled.

THE WORK OF ORGANIZATION under the new Indian Reorganization Act has been initiated in Oklahoma as an experiment under the direction of A. C. Monahan, who has recently been named coordinator by Indian Commissioner Collier.

MRS. ESTHER B. HORNE, one of the three individuals who 5 years ago organized the Girl Scout work at the Wahpeton Indian School in North Dakota, is the great-great granddaughter of Sacajawea whose name is linked with the historic Lewis and Clark expedition.

MEMBERS OF 25 INDIAN TRIBES on the Shoshone Reservation benefit by such governmental activities as I. E. C. W., P. W. A., W. P. A., road work, irrigation, reclamation, and education.

THE WASHINGTON STATE DEPARTMENT OF HEALTH met with the superintendents of the Indian reservations, medical officers, and nurses of the Indian Service in the State of Washington. County health officers and public health nurses of the counties in which the reservations are located also attended the conference. Questions of communicable disease control, maternal and child health, and sanitation were discussed.

MARGARET F. RYAN



In Other Countries

THE REPORT OF THE BOARD OF EDUCATION for England and Wales, *Education in 1935*, recently came from the press. The first chapter is a survey of education for the 25 years since the accession of King George V in 1910. Here are a few excerpts from it:

"There is no doubt that a more conscious recognition of the claims of the individual and a greater emphasis on the

development of each child according to his bent and capacity has inspired the major developments during the period under review.

"There has been a striking and in the last few years very rapid advance in the conception of what constitutes proper material provision for a school.

"The war gave a remarkable and unexpected impetus to the growth of our secondary education. * * * The great demand for admission made it possible to insist upon proper conditions of entry and to secure a longer school life; these changes had a marked effect on efficiency. * * * The post-war period has been one of continued steady growth.

"The average (school) leaver of today is taller, heavier, and in better nutritive condition than was his predecessor 21 years ago. Any handicap due to defective vision or hearing has generally been reduced or abolished so far as medical skill can accomplish this. He is very seldom the victim of severe crippling deformity. He has learned habits of cleanliness, and has been saved from the prolonged discomfort and loss of school attendance due to neglected inflammatory conditions of eyes, ear, and skin. He has had some dental treatment and thereby has saved some permanent teeth which would otherwise have been lost. In all these ways he leaves school substantially better equipped to fulfill the work and enjoy the pleasures of life."

THREE HUNDRED THIRTY-FIVE INSTITUTIONS of higher learning in the continental United States were offering 875 courses in Latin-American subjects during the past academic year. About 13,365 students, over 8,300 of whom were mainly interested in the history and literature of Latin America, were taking such courses. An average increase of some 25 courses a year in Latin-American subjects has taken place in the 5 years since 1930-31 when 206 institutions were giving 436 courses.

These figures are given in "Latin-American Studies in American Institutions of Higher Learning, Academic Year 1935-36", published last October by the Division of Intellectual Cooperation of the Pan American Union at Washington. The study enumerates for the different institutions, listed in alphabetical order, the titles of the courses offered, the names of the professors giving them, the texts used, and the number of students attend-

ing. Texas and California lead, but it is notable that Wisconsin, far removed from and presumably not greatly influenced by Spanish-American tradition, has only 22 less than Texas who are students of Latin-American subjects.

THE TREND IN EUROPE toward further nationalization of education is superficially indicated by the changes made in recent years in the designations of the national offices which have to do with education affairs. Thus in November of 1936, by a decree law, the Ministry of Public Instruction and Cults in Rumania became the Ministry of National Education. Similar changes in other countries have been as follows:

Country	Year	From—	To—
Italy.....	1929	Ministry of Public Instruction.	Ministry of National Education.
France....	1932	Ministry of Public Instruction and Fine Arts.	Do.
Belgium...	1932	Ministry of Sciences and of Arts.	Ministry of Public Instruction.
Portugal:	1935	Ministry of Public Instruction.	Ministry of National Education.

A WARNING ABOUT TRANSPORTATION of pupils for too great a length of time and over too long distances is sounded by the Transvaal Education Department in its annual report for December 1935. The Department says:

* * * * *

"In order to achieve the maximum of efficiency it is the Department's intention in future to disallow motor-transport schemes for single distances over 10 miles measured along radial, and not spiral, routes. Schools maintained on numbers consisting of local pupils, i. e., those able to walk to school, should not, in the Department's opinion, save in exceptional circumstances, have motor-transport centralization schemes inflicted on them."

L'ORGANISATION DE L'ENSEIGNEMENT SUPERIEUR, published by the International Institute of Intellectual Cooperation, Paris, began coming to United States in November. It will be heartily welcomed by students of comparative education, especially those interested in higher education abroad. This first volume deals with Germany, Spain, the United States, Great Britain and Ireland, Hungary, Italy, and Sweden.

The section on Germany sketches briefly the history of the universities, lists them, presents in tabular form the subjects of teaching and research in the faculties and institutes, and discusses in turn: The university and the State; interior organization of the institutions; institutions of higher education other than universities; organization of studies; student-help organizations; and buildings and finances.

The work was begun in 1932. The International Institute plans to publish its studies of other countries later.

JAMES F. ABEL

On Your Calendar

- AMERICAN ASSOCIATION OF JUNIOR COLLEGES. Dallas, Tex., Feb. 19 and 20.
- AMERICAN COUNCIL OF LEARNED SOCIETIES DEVOTED TO HUMANISTIC STUDIES. New York, N. Y., Jan. 30 and 31.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. New Orleans, La., Feb. 20-25.
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., Jan. 25-29.
- INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Cincinnati, Ohio, Feb. 18-20.
- NATIONAL ASSOCIATION OF HIGH SCHOOL SUPERVISORS AND DIRECTORS. New Orleans, La., Feb. 20-25.
- NATIONAL COMMITTEE ON EDUCATION BY RADIO. New York, N. Y., Jan. 18.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. New Orleans, La., Feb. 20-25.
- NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS. New Orleans, La., Feb. 22.
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. New Orleans, La., Feb. 20-24.
- PROGRESSIVE EDUCATION ASSOCIATION. St. Louis, Mo., Feb. 25-27.

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